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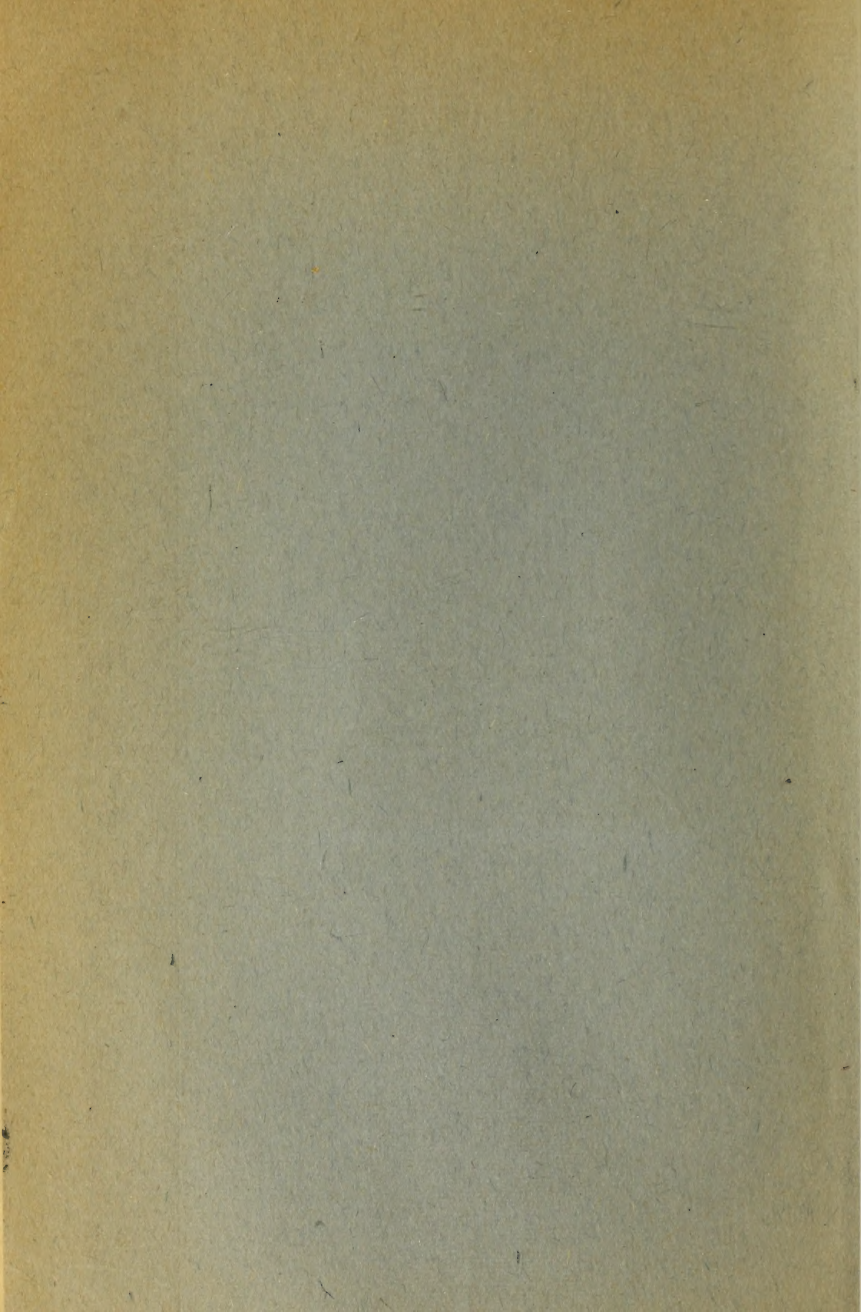
PHILLIPS ACADEMY
CATALOGUE OF
PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-EIGHTH YEAR
1945-1946



~~FBI DEPOSIT ONLY~~
M. LAWRENCE SHIELDS

ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
DECEMBER, 1945

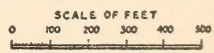




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PHILLIPS ACADEMY
ANDOVER-MASSACHUSETTS



NOVEMBER, 1930
REVISED JANUARY 1940

REVISED NOVEMBER 1944

CATALOGUE OF
PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-EIGHTH YEAR

1945-1946



ANDOVER, MASSACHUSETTS

PUBLISHED BY THE ACADEMY

DECEMBER, 1945

1946

1947

JANUARY

S	M	T	W	T	F	S
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FEBRUARY

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JUNE

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CALENDAR

1946

Second term begins.....8.15 P.M., Monday, Jan. 7
Second term ends.....Wednesday, March 13

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Monday, April 1
School entrance examinations in Andover
and New York City.....Friday and Saturday, May 17 and 18
Recitations close.....Wednesday, June 5
Commencement.....Friday, June 7
Third term ends.....Friday, June 7

SUMMER VACATION—14 Weeks

Summer session begins.....Wednesday, June 26
Summer session ends.....Wednesday, August 21

Rooms ready for occupancy.....10 A.M., Monday, Sept. 16
Entrance examinations.....9 A.M., Tuesday, Sept. 17

Registration of returning students:

Juniors and Lower Middlers.....Before 2 P.M., Tuesday, Sept. 17
Upper Middlers and Seniors.....Before 2 P.M., Wednesday, Sept. 18

Registration of entering students:

Juniors and Lower Middlers.....Before 8 P.M., Tuesday, Sept. 17
Upper Middlers and Seniors.....Before 8 P.M., Wednesday, Sept. 18

First term ends.....Wednesday, Dec. 18

CHRISTMAS RECESS—19 days

1947

Second term begins.....8.15 P.M., Monday, Jan. 6
Second term ends.....Wednesday, March 12

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Monday, March 31
Recitations close.....Wednesday, June 4
Commencement.....Friday, June 6
Third term ends.....Friday, June 6

PHILLIPS ACADEMY

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.

1778—1786

EBENEZER PEMBERTON, LL.D.

1786—1793

MARK NEWMAN, A.M.

1794—1809

JOHN ADAMS, LL.D.

1810—1833

OSGOOD JOHNSON, A.M.

1833—1837

SAMUEL H. TAYLOR, LL.D.

1838—1871

FREDERIC W. TILTON, A.M.

1871—1873

CECIL F. P. BANCROFT, PH.D., L.H.D., LL.D.

1873—1901

ALFRED E. STEARNS, LITT.D., L.H.D., LL.D.

1903—1933

CLAUDE M. FUESS, PH.D., LITT.D., L.H.D., LL.D.

1933—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

PHILLIPS ACADEMY

TRUSTEES

PRESIDENT

HENRY LEWIS STIMSON, LL.D. HUNTINGTON, L. I., N.Y.
Elected 1905

CLERK

CLAUDE MOORE FUESS, PH.D., LITT.D., L.H.D., LL.D.
Elected 1933 ANDOVER

TREASURER

JAMES GOULD, A.B. ANDOVER
Elected 1939

FRED TOWSLEY MURPHY, M.D. DETROIT, MICH.
Elected 1908

PHILIP LORING REED DEDHAM
Elected 1933

LLOYD DE WITT BRACE, S.B. BOSTON
Elected 1933

FRANCIS ABBOT GOODHUE, A.B. HEWLETT, L. I., N. Y.
Elected 1935

ABBOT STEVENS, A.B. NORTH ANDOVER
Elected 1935

HENRY WISE HOBSON, D.D. CINCINNATI, OHIO
Elected 1937

ROBERT ABBE GARDNER, A.B. CHICAGO, ILL.
Elected 1938

JAMES PHINNEY BAXTER, III, PH.D., LL.D. WILLIAMSTOWN
Elected 1942

WILLIAM EDWARDS STEVENSON, M.A. OXON. NEW YORK, N. Y.
Elected 1943

LINDSAY BRADFORD, LL.D. NEW YORK, N. Y.
Elected 1943

PHILLIPS ACADEMY

OFFICERS OF ADMINISTRATION

CLAUDE MOORE FUESS, PH.D., LITT.D., L.H.D., LL.D.	
HEADMASTER	189 Main Street
<i>Instructor 1908-1933. Elected Headmaster 1933</i>	Appointed 1908
ALFRED ERNEST STEARNS, A.M., LITT.D., L.H.D., LL.D.	
HEADMASTER EMERITUS	"Archmeadow," Danvers
JAMES GOULD, A.B.	210 Main Street
TREASURER	Elected 1939
HENRY HOPPER	25 Phillips Street
ASSOCIATE TREASURER AND COMPTROLLER	Appointed 1915
OSWALD TOWER, A.B.	Hidden Field
DEAN OF THE FACULTY	Appointed 1910
<i>Instructor in Mathematics</i>	
GEORGE GRENVILLE BENEDICT, A.M.	80 Bartlet Street
DEAN OF STUDENTS	1930-1932, re-appointed 1933
PHILIP POTTER, A.M.	Tucker House
ASSISTANT DEAN OF STUDENTS	Appointed 1942
<i>Instructor in History</i>	
JAMES RUTHVEN ADRIANCE, A.B.	6 School Street
DIRECTOR OF ADMISSIONS	Appointed 1934
ROBERT WHITTEMORE SIDES, A.B.	Hidden Field
ASSISTANT DIRECTOR OF ADMISSIONS	Appointed 1938
<i>Instructor in Mathematics</i>	

PHILLIPS ACADEMY

RICHARD SAWYER PIETERS, A.M.

EXCUSING OFFICER

Instructor in Mathematics

Day 29

Appointed 1938

FRANK MAY BENTON, A.B.

DIRECTOR OF THE SUMMER SESSION

Instructor in Latin

9 Salem Street

Appointed 1918

M. LAWRENCE SHIELDS, A.B.

ALUMNI SECRETARY

Appointed 1923

ALICE THACHER WHITNEY

RECORDER

27 Highland Road

Appointed 1902

The Administration Offices are in George Washington Hall.

Office hours—Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

PHILLIPS ACADEMY

FACULTY

CHARLES EMERSON STONE, PH.B. <i>Instructor in French, Emeritus</i>	Andover
ARCHIBALD FREEMAN, A.M. <i>Instructor in History, Emeritus</i>	Cortland, N. Y.
JOHN LEWIS PHILLIPS, A.B. <i>Instructor in Latin, Emeritus</i>	Glen Ridge, N. J.
FREDERICK EDWIN NEWTON, PH.B. <i>Instructor in Mathematics, Emeritus</i>	West Hartford, Conn.
FRANK O'BRIEN, A.B. <i>Instructor in English, Emeritus</i>	Andover
GEORGE FRANKLIN FRENCH, A.M. <i>Instructor in French, Emeritus</i>	Andover
LESTER EDWARD LYNDE, A.M. <i>Dean, Emeritus</i>	Andover
ROY EVERETT SPENCER, A.B. <i>Instructor in English, Emeritus</i>	Boston
HORACE MARTIN POYNTER, A.B. <i>Instructor in Latin and Greek, Emeritus</i>	Durham, N. H.
<hr/>	
FREDERICK MAY BOYCE, A.M. <i>Instructor in Physics on the Emilie Belden Cochran Foundation</i>	154 Main Street Appointed 1909
OSWALD TOWER, A.B. <i>Instructor in Mathematics</i>	Hidden Field Appointed 1910

PHILLIPS ACADEMY

- CARL FRIEDRICH PFATTEICHER, PH.D., TH.D.
Instructor in Music and Philosophy on the Martha Cochran Foundation 173 Main Street
 Appointed 1912
- FREDERIC WILLIAM HEATON STOTT, A.B.
Instructor in English Tilton House
 Appointed 1912
- MONTVILLE ELLSWORTH PECK 1 Highland Wayside
Physical Director Appointed 1916
- LESTER CHARLES NEWTON, A.M. 29 Highland Road
Instructor in French Appointed 1918
- FRANK MAY BENTON, A.B. 9 Salem Street
Instructor in Latin on the John Charles Phillips Foundation Appointed 1918
- WINFIELD MICHAEL SIDES, S.B. 89 Bartlet Street
Instructor in Mathematics on the Alfred Ernest Stearns Foundation Appointed 1919
- RAY ARTHUR SHEPARD, S.B. Foxcroft 13
Director of Physical Education Appointed 1919
- ROSCOE EDWIN DAKE, S.B. Hidden Field
Instructor in Chemistry on the George Peabody Foundation Appointed 1921
- JOHN SEDGWICK BARSS, A.M. Hidden Field
Instructor in Physics Appointed 1923
- GUY JOHNSON FORBUSH, A.B. Bartlet 5
Instructor in French 1917-1920, re-appointed 1924
- ALAN ROGERS BLACKMER, A.M. 215 Main Street
Instructor in English on the Jonathan French Foundation Appointed 1925

PHILLIPS ACADEMY

SCOTT HURTT PARADISE, A.M. <i>Instructor in English</i>	Hidden Field 1924-1925, re-appointed 1926
KENNETH SMITH MINARD, A.M. <i>Instructor in History</i>	17 Salem Street Appointed 1928
GEORGE KNIGHT SANBORN, A.B. <i>Instructor in Mathematics</i>	Rockwell House Appointed 1928
DIRK HUGO VAN DER STUCKEN <i>Instructor in German</i>	Paul Revere 6 Appointed 1928
EMORY SHELVEY BASFORD, A.B. <i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Bartlet 18 Appointed 1929
ALFRED GRAHAM BALDWIN, A.B., B.D. <i>School Minister and Instructor in Religion</i>	Hidden Field Appointed 1930
ROBERT EDWARD MAYNARD, S.B. <i>Instructor in Mathematics</i>	1 Judson Road Appointed 1931
LEONARD FRANK JAMES, A.M. <i>Instructor in History</i>	6 Highland Road Appointed 1932
LIONEL DENIS PETERKIN, A.M. <i>Instructor in Latin on the Elizabeth Milbank Anderson Foundation</i>	45 Salem Street Appointed 1932
FREDERICK ELLSWORTH WATT, S.B. <i>Instructor in Mathematics</i>	143 Main Street Appointed 1932
DOUGLAS SWAIN BYERS, A.M. <i>Instructor in Anthropology</i>	Phillips Street Appointed 1933
ARTHUR BURR DARLING, PH.D. <i>Instructor in History on the Ammi Wright Lancashire Foundation</i>	238 Main Street 1917-1918, re-appointed 1933

PHILLIPS ACADEMY

BARTLETT HARDING HAYES, JR., A.B. <i>Instructor in Art</i>	Phillips Street Appointed 1933
ROGER WOLCOTT HIGGINS, A.M. <i>Instructor in English</i>	21 Phillips Street Appointed 1933
ALSTON HURD CHASE, PH.D. <i>Instructor in Greek and Latin</i>	Bishop 30 Appointed 1934
NORWOOD PENROSE HALLOWELL, JR., A.B. <i>Instructor in English</i>	Appointed 1934
FRANK FREDERIC DI CLEMENTE, S.B. <i>Instructor in the Department of Physical Education and Assistant in Biology</i>	157 Main Street Appointed 1935
JAMES HOOPER GREW, A.B. Docteur ès Lettres de l'Université de Paris <i>Instructor in French</i>	169 Main Street Appointed 1935
HENRY PRESTON KELLEY, A.M. <i>Instructor in Spanish</i>	3 Hidden Road 1918-1928, re-appointed 1935
*PHILIP KIRKHAM ALLEN, A.B. <i>Instructor in English</i>	1 Highland Road Appointed 1936
FREDERICK SCOULLER ALLIS, JR., A.M. <i>Instructor in History</i>	Adams Hall Appointed 1936
CHESTER ARCHIBALD COCHRAN, A.M. <i>Instructor in French</i>	Bancroft 1 Appointed 1936
GEORGE LITTLE FOLLANSBEE, A.B. <i>Instructor in Biology</i>	12 School Street Appointed 1936

*On leave of absence.

PHILLIPS ACADEMY

*HERBERT LEIGH KINSOLVING, A.M. <i>Instructor in Mathematics</i>	Appointed 1936
OTIS CHASE SEVERANCE, S.B. <i>Instructor in Mathematics</i>	12 Highland Road Appointed 1936
FLOYD THURSTON HUMPHRIES, A.B. <i>Instructor in French</i>	147 Main Street Appointed 1937
HART DAY LEAVITT, A.B. <i>Instructor in English</i>	195 Main Street Appointed 1937
MILES STURDIVANT MALONE, PH.D. <i>Instructor in History</i>	193 Main Street Appointed 1937
*WILLIAM HAYES BROWN, A.B. <i>Instructor in English</i>	Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	Day 29 Appointed 1938
ROBERT WHITTEMORE SIDES, A.B. <i>Instructor in Mathematics</i>	Hidden Field Appointed 1938
NORMAN ÉTIENNE VUILLEUMIER, A.B. <i>Instructor in English</i>	Paul Revere 23 Appointed 1938
*JOHN BROMHAM HAWES, III, A.B. <i>Instructor in English</i>	1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin and Greek</i>	Taylor Hall Appointed 1940
*HARPER FOLLANSBEE, A.B. <i>Assistant in Biology</i>	Appointed 1940
PATRICK MORGAN, A.B. <i>Instructor in Art</i>	141 Main Street Appointed 1940

*On leave of absence with the armed services of the U. S. A.

PHILLIPS ACADEMY

WALTER GIERASCH, A.B. <i>Instructor in English</i>	Johnson Hall Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English</i>	Hidden Field Appointed 1941
FRANCIS BERTRAND McCARTHY, A.B. <i>Instructor in English</i>	Adams Hall Appointed 1941
SUMNER CHASE COBB, S.M. <i>Instructor in Mathematics</i>	Bishop 10 Appointed 1942
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics and German</i>	Williams Hall Appointed 1942
THOMAS JOHN JOHNSON, S.B. <i>Associate in Physical Education</i>	11 School Street Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	77 Bartlet Street Appointed 1942
PHILIP POTTER, A.M. <i>Instructor in History</i>	Tucker House Appointed 1942
LAWRENCE EDWARD WILLARD, JR., A.B. <i>Instructor in English</i>	Junior House Appointed 1942
NORMAN BROOKS FLOYD, PH.D. <i>Instructor in History</i>	Bancroft Hall Appointed 1943
MALCOLM ROLAND OLIVER HEINTZELMAN, A.B. <i>Instructor in English</i>	Williams Hall Appointed 1943
JOHN PAYSON LANE, S.B. <i>Instructor in Physics and Chemistry</i>	Carter House Appointed 1943
ROBERT BATES TAYLOR, A.M. <i>Instructor in French</i>	Pemberton 4 Appointed 1943

PHILLIPS ACADEMY

ELBERT COOK WEAVER, A.M. <i>Instructor in Physics and Chemistry</i>	32 Phillips Street Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, B.S. <i>Instructor in Mathematics</i>	Eaton 7 Appointed 1944
FRANK ADAMS BRITTINGHAM, S.B. <i>Assistant in Physical Education</i>	3 Dumbarton Street Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Day 8 Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i>	25 Highland Road Appointed 1944
HARRY JOHN GROBLEWSKI, A.B. <i>Instructor in English</i>	Williams Hall Appointed 1944
ARTHUR WELLESLEY HOWES, JR., A.B. Fellow of the American Guild of Organists <i>Instructor in Music</i>	North Andover Appointed 1944
RADCLIFFE MORSE OXLEY, A.M. <i>Instructor in German and Latin</i>	Taylor Hall Appointed 1944
MANUEL PINTO, A.B. <i>Instructor in Spanish</i>	73 Bartlet Street Appointed 1944
CYRIL GARBUTT SARGENT, A.M. <i>Instructor in Mathematics</i>	Johnson Hall Appointed 1944
RICHARD HARVEY SEARS, A.B., ED.M. <i>Instructor in Latin</i>	Rockwell House Appointed 1944
WILLIAM ABBOTT CHEEVER <i>Instructor in Art</i>	Salem Street Appointed 1945
HOWARD PALMER JOHNSON, PH.D. <i>Instructor in History</i>	Andover 7 Appointed 1945

PHILLIPS ACADEMY

RALPH LESLIE SMALL, A.M. <i>Instructor in English</i>	Draper 4 Appointed 1945
HERBERT MONROE WHITNEY, JR., A.M. <i>Instructor in Latin</i>	Rockwell House Appointed 1945

OLIVER WENDELL HOLMES LIBRARY

MRS. THERESA WALLEY RICHARDSON, S.B. <i>Librarian</i>	23 Salem Street
RUTH BROWN, A.B. <i>Chief Cataloguer and Custodian of the Charles H. Forbes Collection of Vergiliana</i>	137 Main Street
ELIZABETH EADES, A.B., S.B. <i>Reference Librarian</i>	67 Bartlet Street
ELIZABETH M. BOYCE, S.B. <i>Assistant in the Library</i>	154 Main Street
VIRGINIA REMINGTON <i>Secretary in the Library</i>	North Main Street

ROBERT S. PEABODY FOUNDATION FOR
ARCHAEOLOGY

DOUGLAS SWAIN BYERS, A.M. <i>Director</i>	Phillips Street
FREDERICK JOHNSON, S.B. <i>Curator</i>	1 Woodland Road

PHILLIPS ACADEMY

- ALFRED VINCENT KIDDER, PH.D. Cambridge
Research Associate in Southwestern Archaeology
- MRS. EVELYN WILLETT DREW, S.B. Haverhill
Secretary and Librarian

ADDISON GALLERY OF AMERICAN ART

- BARTLETT HARDING HAYES, JR., A.B. Phillips Street
Director
- MARY C. RATHBUN, A.B. Andover
Research Assistant
- JANE PATTERSON 24 Johnson Road
Secretary and Registrar

THE DEPARTMENT OF HEALTH

- JAMES ROSWELL GALLAGHER, M.D. 51 Highland Road
School Physician
- THOMAS JOHN JOHNSON, S.B. 11 School Street
Associate in Physical Education
- FRANK ADAMS BRITTINGHAM, S.B. 3 Dumbarton Street
Assistant in Physical Education
- KATHRYN PARK, R.N., B.N. The Isham Infirmary
Head Nurse
- MRS. HELENE DURBROW 24 Florence Street
Associate in Language Training
- MARY ELIZABETH BUTLER 22 Central Street
Assistant in Language Training

PHILLIPS ACADEMY

MRS. LUCIA PISKORSKI <i>Assistant in Language Training</i>	28 Phillips Street
MRS. MARION COLE <i>Secretary to the School Physician</i>	North Main Street

THE DEPARTMENT OF ATHLETICS

RAY ARTHUR SHEPARD, S.B. <i>Director of Athletics</i>	Foxcroft 13
STEPHEN STANLEY SOROTA, S.B. <i>Coach of Football</i>	254 Main Street
EDWARD FRANCIS FLANAGAN, S.B. <i>Assistant Coach of Football and Track</i>	By-Pass
JOHN WILLIAM MEANY, S.B. <i>Assistant Coach of Football</i>	Jamaica Plain
EARLE FREDERICK LITTLETON, S.B. <i>Coach of Lacrosse</i>	Winchester
JAMES RYLEY <i>Coach of Soccer</i>	50 Salem Street
JOHN FRANK BRONK <i>Assistant in the Department of Athletics and Trainer</i>	Reading

OTHER OFFICERS

GEORGIA R. MACDONALD <i>Secretary to the Headmaster</i>	215 Main Street
NETTIE I. CROSBY <i>Secretary to the Headmaster</i>	Lawrence

PHILLIPS ACADEMY

ANN S. LESLIE	100 Highland Road
<i>Secretary to the Treasurer</i>	
MRS. RUTH L. ERMER	Lawrence
<i>Secretary to the Dean of the Faculty and to the Director of Admissions</i>	
RUTH M. WHITEHILL	Porter Road
<i>Secretary to the Dean of Students and Director of the Bureau of Self-Help</i>	
MRS. RUTH P. ELLISON	Ballardvale Road
<i>Secretary to the Director of the Summer Session</i>	
MRS. EUNICE L. DAILEY	41 Summer Street
<i>Accountant</i>	
MARION E. HILL	93 Central Street
<i>Secretary in the Purchasing Department</i>	
MRS. ISABEL R. MURPHY	Ballardvale
<i>Secretary in the Maintenance Department</i>	
MRS. HELEN B. CANNON	54 Salem Street
<i>Alumni Recorder</i>	
MRS. RUTH A. WHITE	7 Cedar Road
<i>Secretary to the Associate Treasurer</i>	
W. VERNE PORTER	139 Chestnut Street
<i>Superintendent of Maintenance</i>	
MRS. MARY W. MORRISON	Williams Hall
<i>Matron of Williams Hall</i>	
ROBERT A. LEETE	3 Highland Wayside
<i>Manager of the Commons</i>	
MRS. OLIVE H. MCCARTHY	26 Salem Street
<i>Dietitian of the Commons</i>	

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ACADEMY PREACHERS 1945-46

September	23	Dr. Claude M. Fuess
	30	Dr. Alfred E. Stearns
October	7	Rev. A. Graham Baldwin
	14	Rev. John S. Moses
	21	Rt. Rev. Henry W. Hobson
	28	Rev. James Gordon Gilkey
November	4	Rev. Allan K. Chalmers
	11	Rev. Charles R. Brown
	18	Rev. Charles L. Taylor
	25	Rev. J. Edgar Park
December	2	Rev. A. Graham Baldwin
	9	Rev. Gardiner Day
	16	Rev. A. Graham Baldwin
January	13	Rev. Guthrie Speers
	20	Rev. A. Graham Baldwin
	27	Rev. Frederic L. C. Lorentzen
February	3	Rev. Adam Craig
	10	Rt. Rev. G. Bromley Oxnam
	17	Rev. Reuben F. Pieters
	24	Rev. Cornelius P. Trowbridge
March	3	Rev. A. Graham Baldwin
	10	Rev. Willard L. Sperry
April	7	Rev. A. Graham Baldwin
	14	Dr. Rufus M. Jones
	21	Rev. Carl H. Elmore
	28	Rev. Howard L. Rubendall
May	5	Dr. Allan V. Heely
	12	Rev. A. Graham Baldwin
	19	Rev. Sidney Lovett
	26	Rev. Morgan Noyes
June	2	Dr. Claude M. Fuess

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds and morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and

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that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

The School was opened for instruction April 30, 1778, in a building which had earlier been used as a joiner's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger wooden school-house was built. On November 5, 1789, George Washington, President of the United States, visited Andover, and addressed the students assembled on the Old Training Field. In 1808 Andover Theological Seminary for the professional training of Congregational ministers was established, largely through the efforts of the Phillips family and Dr. Pearson, and this new foundation was committed to the Trustees of Phillips Academy. In 1907 the theological trusts were transferred to a newly created independent board of trustees, and in 1908 Andover Theological Seminary was removed to Cambridge.

The fourth principal, John Adams (1810-1833), raised the repute of the school, increased the attendance, and enlarged the

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number of teachers. The second school-house was burned on January 28, 1818, and a new brick Academy designed by the famous architect Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, *The School Boy*, is still in use. In 1834-36 the dormitories known to so many generations of Phillips boys as "Latin Commons" and "English Commons" were built under the direction of Samuel Farrar, treasurer of the Academy.

Samuel H. Taylor, whose reign of thirty-three years is as yet the longest in the school history, was elected principal in 1838. He was a strong and vigorous personality, who made an enduring impression on all who came under his influence. In 1866 a new Academy Building was erected through the gifts of many friends; it was afterward twice reconstructed, and finally razed in 1928. Dr. Taylor died on January 29, 1871, in the vestibule of the Academy Building.

The modern period of the School's history began in 1873 with the arrival of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. He made a complete revision of the curriculum, greatly broadening the range of studies and enabling the school to meet the entrance requirements of any college or scientific school, and he gathered about himself a larger and more efficient body of teachers. The attendance increased: in 1873 there were 262 pupils; in 1895, 524; and after 1892 the number never dropped below 400. Dr. Bancroft also strove to secure additions to the equipment; dormitories, a good laboratory, and the Borden Gymnasium were built through his efforts.

On June 5 and 6, 1878, Phillips Academy celebrated its centennial anniversary with elaborate exercises. At this time a fund of one hundred thousand dollars was raised, partly for the endowment of the principal's chair and for one in Latin.

In 1901 the Trustees accepted a museum and large foundation

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for research in American Archaeology, the gift and legacy of Robert Singleton Peabody and his wife, Margaret Augusta Peabody.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. During the first World War the ambulance unit of Phillips Academy, which sailed overseas in April 1917, was the first to be organized by any American school. Of the alumni two thousand three hundred were enrolled in the military or naval service of the United States or its allies. The Memorial Tower, with a carillon of bells, commemorates the loyalty of the eighty-seven who gave their lives for their country. In 1920 more than one and a half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall was built and the centre of the School permanently fixed in its present site. In the later years before that event, and in years succeeding, many other important buildings were given to the Academy, and the devotion of its alumni and friends has enlarged its endowment.

On May 18 and 19, 1928, Phillips Academy observed its sesquicentennial anniversary, at which the principal address was made by Calvin Coolidge, President of the United States.

The Sesquicentennial ushered in a period of physical expansion unexampled in the history of the school. Within four years Samuel F. B. Morse Hall, Paul Revere Hall, the Oliver Wendell Holmes Library, the Moncrieff Cochran Sanctuary, the Commons, the Andover Inn, the Addison Gallery of American Art, and the Cochran Chapel were all added to the school's equipment. With the addition of these buildings Andover not only became one of the most beautiful schools in America but also gained unequalled facilities for stimulating the intellectual and cultural

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interests of the students. By the Enabling Act of 1929 the Trustees were empowered to hold property, real and personal, without limitation as to amount.

In 1933 Dr. Alfred E. Stearns, for thirty years Headmaster, who more than any other had built up the school's position and reputation, was forced through ill-health to resign. Professor Charles H. Forbes, who for over forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During that year the curriculum was revised to its present form, emphasizing history, science, and the fine arts, and making the study of the classical languages optional. This revision was made with the aim not only of meeting changed educational conditions, but more especially of providing a broader cultural background for the pre-college student.

Two valuable additions to the physical equipment of the Academy, Rockwell House and the new wing of the Isham Infirmary, were ready for occupancy in 1935. The remodelling of the interior of Bulfinch Hall, completed in January 1937, provided headquarters for the Department of English. A Teachers' Pension Plan has recently been established through a fund raised by alumni and friends; and gifts from various sources have made possible the addition of many teachers to the staff, with a consequent decrease in the size of classroom sections.

During the second World War the school policies and programs were necessarily somewhat modified to meet government needs. The basic aims of Phillips Academy, as a place where the liberal arts are taught, remained, however, essentially unchanged.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle socially with other boys from all sections of the country, some rich and some working for their education,

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but all valued for themselves rather than for their positions or their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly coöperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

THE COURSE OF STUDY

The curriculum of Phillips Academy provides instruction in several fields for every boy. It aims to consider the tastes, ambitions, and abilities of the individual boy without omitting in other fields those contacts which will be essential for sympathetic and intelligent reactions to the life about him. It is planned for boys who will enter college and scientific school, and instruction is given in all subjects required for entrance to higher institutions. Class-room groups are small enough to permit individual atten-

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tion. Students are placed in sections fitted to their attainment and ability.

The program of studies is given in detail on page 41-44, but it may be noted here that boys who take the full four-year course usually study English during each of the four years, history during each year, mathematics for at least three years, science for at least two years, and foreign languages during at least three years. They also complete additional work in one or more of these fields. Furthermore, in the Lower Middle year they study the development of religious ideas; in the Upper Middle year they take a course in the appreciation of art and of music; and in the Senior year they may choose certain of their courses from a long list of elective subjects. Opportunity for practical work in art and in music is also provided.

It is highly desirable that applicants, in particular those for the Upper Middle and Senior Classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

CLASS OFFICERS

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests. The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable.

PLAN OF RESIDENCE

Andover students live together in the academy dormitories or in faculty houses. Each dormitory or house is under the close supervision of the instructor who lives in it. Boys may room alone or with a roommate. The youngest boys live in the Williams Hall unit,—dormitories with their own dining hall, group of proctors,

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and special regulations. The more mature Juniors live in Rockwell House. In these buildings the boys receive the special care suited to their age. As boys make a successful transition from the home to school life and learn to use wisely the school's freedom, they move into the larger dormitories.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the school is an outgrowth of the belief that education at its best involves the inculcation of ethical idealism and spiritual insight. These qualities are essential in learning "the great end and real business of living." The Headmaster and faculty recognize that the total program of the school should be grounded upon and consistent with the finest ethical and religious values man has discovered. To a certain degree, therefore, Andover's whole educational policy is dominated by a belief in the importance of ethics and religion.

The program of the school includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. *Attendance at daily Assembly and at the church service on Sunday is required. The Sunday Services are conducted by the Headmaster, by the School Minister, and by visiting clergymen of various denominations. The Acade-

*Upon written request from their parents or guardians students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

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my Church is a non-sectarian body with membership open to all. The Society of Inquiry and Circle A are student organizations which develop each year their own programs along lines of community welfare work, forum meetings, and discussion groups.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

THE ACTIVITIES PROGRAM

For a short period after luncheon or for a little longer period after dinner boys may devote some of their unassigned time to non-athletic extra-curricular activities. Boys are then free, if they wish, to participate in any hobby they desire—printing, model planes and railroads, studio art, radio, and dramatics—for all of which equipment and instruction are provided. Some boys do intensive laboratory work or special reading, or participate in small groups in oral practice of a modern foreign language, often-

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times over the dinner table. Others work on the publications, sing in the Glee Club, or play in the Orchestra or Band. Trips are arranged for the Outing Club on free afternoons, and also for groups with some special social or cultural interest. There are groups for the study of and participation in aviation, rifle shooting, stamp collecting, and yacht racing. Debating enjoys deserved popularity, and the Wednesday noon meetings of Philo in the well-appointed debating room in Bulfinch Hall are well attended. The program is flexible and purely voluntary. Every encouragement is given to boys who wish to pursue a healthful and useful hobby.

LECTURES AND CONCERTS

During each school year a varied program of lectures and entertainments is given, without charge to members of the student body, in the Meeting Room in George Washington Hall. In recent years eminent speakers at the Academy have included Margaret Bourke-White, John Mason Brown, Lewis W. Douglas, Robert Frost, Robert M. Hutchins, Rockwell Kent, John Kieran, Carl Sandburg, George E. Sokolsky, Norman Thomas, Alan Villiers, Bradford Washburn, and Frank Lloyd Wright. Among the noted concert artists who have appeared on the stage of the Meeting Room are Richard Crooks, Roland Hayes, Lotte Lehmann, John McCormack, Kerstin Thorborg, the Don Cossacks; Percy Grainger, Vladimir Horowitz, Jose Iturbi, Luboshutz and Nemenoff, Sergei Rachmaninoff; Mischa Elman, Fritz Kreisler, Joseph Szigeti, and Efrem Zimbalist. Other well-known entertainers have included La Argentina, Helen Howe, The Trudi Schoop Ballet, The Ted Shawn Dancers, and Cornelia Otis Skinner.

In addition to this regular annual program of entertainments, numerous informal talks are given by faculty members and outside speakers for interested groups of students, and the stage of the Meeting Room is used for presentations by the Academy Dra-

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matic Club and for plays given by the Foreign Language Departments. On Saturday evenings and special occasions motion pictures are shown in the Meeting Room, and frequent informal student entertainments and speaking contests are also held there.

On Sunday evenings in the Cochran Chapel the Director of Music regularly plays an informal, half-hour organ recital on the Martha Cochran Memorial Organ. During the Academic year 1945-46 he is playing the complete organ works of J. S. Bach.

During the fall and spring terms there are frequent carillon recitals upon the thirty-seven bells in the Memorial Tower. The carillon/music is often supplemented by a choir of brass instruments.

HEALTH SUPERVISION

Under the supervision of the School Physician a definite program is carefully followed in an effort to improve each student's health, to prevent disease or to control its spread, to maintain a satisfactory community hygiene, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, and proper recommendations are made and a report sent to the parents.

The Department of Health supervises the correction of reading and spelling disabilities, speech difficulties, and postural defects, and urges parents to call to its attention any evidence of personality traits which might interfere with a boy's optimum adjustment. The body-building program is also under the supervision of this Department.

The Isham Infirmary is a modern, well-equipped small hospital, efficiently managed and attentive to each individual's needs and comfort. Five graduate nurses are in residence during the entire school year, and this number is increased when necessary. Excellent laboratory and X-ray facilities are available.

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The illnesses and injuries which arise in the student body are cared for by the School Physician. A staff of consultants, including several prominent Boston physicians and surgeons, is available. These men also are members of this department's Advisory Board, and they meet and discuss with the School Physician problems and policies of health administration as they arise. At the present time the members of the Advisory Board are Drs. Arthur W. Allen, W. Lloyd Aycock, Franklin G. Balch, J. Dellinger Barney, Donald King, Edwin Place, George Tobey, George Van Gorder and Mr. Robert J. H. Kiphuth. It is the policy of the department to seek expert advice without hesitation in order to assure the student of the best medical opinion. Cases requiring major surgical procedures are hospitalized in Boston unless the parent prefers otherwise. Parents are notified promptly of any illness and are kept well informed concerning its course.

Complete modern facilities for the care and repair of teeth are available at the Infirmary, a full-time dental hygienist is on the staff, and capable Boston dentists make visits at regular intervals, so that fillings and other dental work may receive efficient attention without the necessity of trips out of town. Dr. C. P. Bonin, a Boston dentist who specializes in the straightening of teeth, is at the Infirmary two days each week. Orthodontia which has been begun at home may be carried on here by this specialist, in cooperation with the student's own dentist.

There is no charge for care of students confined to the Infirmary because of illness, no matter how prolonged the patient's stay, but parents are responsible for the fees of consulting physicians and private nurses in the rare instances when these are necessary. An optional, low-cost medical and surgical reimbursement plan, designed to assist parents in budgeting those hospital and consultants' charges is offered and is strongly recommended.

The Academy rules require that each student upon entering school present either a scar of vaccination against smallpox or a

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physician's certificate stating the date of vaccination, and also evidence of having had a negative Schick Test or of having had the toxoid or toxin-antitoxin prophylaxis against diphtheria. Tetanus toxoid immunization is not compulsory but is strongly advised and will be carried out by the School Physician at any parent's request.

PHYSICAL TRAINING¹

All students are required to take some form of supervised exercise at least four times a week throughout the school year. In addition, four half-hour periods of body-building per week are required of every boy. Upon entering the School each boy is given a careful physical and medical examination. He is also given a physical efficiency test. If he passes this, he may elect the sport which he desires to follow. If he does not pass it, he is given special developing exercises suited to his particular needs. Special attention is given to those who lack normal development or have postural defects. The greater part of the exercise of the normal boy is taken in the form of sports, either with the School teams or with one of the four athletic groups into which the School is divided in order that students may compete with others of their own size, age, and ability. Special emphasis is placed on conditioning exercises for all school teams and for intramural teams in all sports. No student is allowed to compete on School teams without permission of the Director of Physical Education. The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physician's services shall be rendered and infirmary care provided without charge.

Students are advised to bring their athletic equipment with them when they come.

REQUIREMENTS FOR ENTRANCE

The requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its minimum requirements, it is necessary to discriminate among the candidates on the basis of their records and promise. Geographical distribution and priority of application are among the factors that must be taken into consideration. Character, personality, and breadth of interest play a large part in the selection of applicants, which is not made on the basis of scholarly attainment alone. Candidates for entrance should take examinations as directed by the Admissions Office, and each applicant is asked to take the "Achievement Test"; but the general school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. Only a small number can be received in the Senior Class and a slightly larger number in the Upper Middle Class. It is much easier, as well as more profitable, to enter a lower class at the appropriate age than to secure admission to a higher class later.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 41-44. This outline indicates the work which is done each year by a student who is neither behind nor ahead of his class in any subject. *It is not required that all the studies of a student shall be in the class in which he is rated. He is permitted to take individual subjects below or above that class if his preparation in the prerequisites of those subjects justifies such action.* But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years. Students entering any of the three upper classes may, in some instances, receive

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credit for courses taken at their previous schools as a substitute for the Academy's minor courses.*

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from entrance examinations in Arithmetic and in English, which all candidates for the Junior Class are required to take. The examination in Arithmetic covers common and decimal fractions, square root, denominate numbers, percentage, and interest. The examination in English tests the candidate's knowledge of grammar and his ability to write a clear and idiomatic composition of about three hundred words in length. The examination in grammar covers the parts of speech and the standard uses of words, phrases, and clauses in the sentence. The quality of the composition determines whether the candidate shall pass or fail the examination. His proficiency in grammar determines the section in which he shall be placed.

Some acquaintance with a foreign language is helpful; although not essential, it is recommended. Boys who have a sufficient knowledge of Latin to enter an advanced section of Latin I should write an entrance examination in Latin also; and those who are prepared to enter an advanced section of Mathematics I should write (in conjunction with the Arithmetic paper) the entrance examination in Algebra set for that purpose. The Latin

*See page 41.

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examination will be based on the Latin Beta requirements of the Secondary Education Board; and the Algebra paper will be upon the topics covered in Parts I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill)—enlarged edition.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Cp. (Beta) paper will be placed in advanced sections of Junior Latin.

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, examinations are required on the work of the Junior year in Algebra, in English, and in foreign language. This work is outlined on page 42 and is described in pages 45-71. Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Cp. (Gamma), and French Cp. (II or III) examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2† respectively.

UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should write ordinarily the Academy's examinations for entrance to English 3, *Mathematics 3A or 3B, and also examinations in other subjects amounting to four or in some instances to three units. Most candidates

*The examination for entrance to Mathematics 3A (for credit in two units of algebra) will cover the work of the Academy's Mathematics 2 course, outlined on page 61.

The examination for entrance to Mathematics 3B (for credit in one unit of plane geometry) will cover the work in Plane Geometry as outlined in the Academy's Mathematics 3A course on page 62.

†See pages 49-50.

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should write examinations covering two units of one foreign language and one or two units of a second foreign language.

Early applicants who have maintained consistently high records at their previous schools may apply for entrance without examinations other than the "Achievement" and English tests.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits which cover the work of the Academy's three lower years or its equivalent. Examinations set by the Academy in English and in other subjects studied by the candidate in the current school year are usually required.

Early applicants who have maintained consistently high records at their previous schools may apply for entrance without examinations other than the "Achievement" and English tests.

RETURNING VETERANS

A program designed for properly qualified veterans has been arranged and will be put into operation as rapidly and completely as the demand becomes apparent and circumstances permit. Inquiries should be addressed to the Director of Admissions.

PROCEDURE IN APPLYING

In making application for admission to the Academy the form in the back of this catalogue should be filled out carefully and completely and forwarded to the Director of Admissions, together with a small photograph or snapshot of the boy. Letters from two of the applicant's teachers and one or two additional sources should be sent in directly from the writers to the Academy at the

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earliest possible date. Letters from other than teachers are most useful when they come from scoutmasters, camp directors, and others who have had an opportunity to observe the boy on frequent occasions and can write in some detail. *Whenever possible, it is desirable that boys come to Andover for an interview. Appointments for such interviews should be made in advance.*

Complete official records of the applicants' work and standing in schools formerly attended are required. The Academy generally sends a preliminary request for this information immediately on receipt of the final application form.

Each candidate should take in June such examinations as the requirements outlined on pages 35-38 demand. *Boys should not count on qualifying by means of September examinations without definite assurance from the school authorities of the possibility of their admission in this way.*

Rooms are assigned to incoming students during the summer, in the order in which their admission applications are filed.

Parents are referred to the section on Health Supervision (pages 32-34) for the Academy's regulations regarding immunization against certain infectious diseases.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Friday and Saturday, May 17 and 18, 1946. The schedule of hours is announced in April. The examinations will be given as follows:

in Andover: George Washington and Samuel Phillips Halls,
Phillips Academy;

in New York: Room 513-B School of Business Building, Columbia University;

in other cities by special arrangement.

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For examinations in Andover there is a fee of \$2.00. For those taken elsewhere a fee of \$5.00 is required.

The Secondary Education Board's examinations (which may be used for entrance to the Junior and Lower Middle classes) will be given in many cities on June 3 and 4.

On Tuesday, September 17, 1946, the Academy examinations will be held in Andover only, at 9.00 A.M., according to a schedule of rooms and hours announced at that time.

A pamphlet of the Academy's 1945 examination papers, which contains most of the examinations given in May of that year, will be supplied upon request.

COURSE OF STUDY

1945-1946

*SYNOPSIS OF COURSES

As the curriculum is planned to effect a progressive development, it is desirable for the student to take the entire course in the Academy. Admissions to the two upper classes are therefore limited to a small group.

In choosing his course of study, the student should consider as early as possible what college or technical school he intends to enter. A proper choice of course and of elective subjects will prepare fully for any higher institution.†

During his four years in the Academy a student who enters the Junior Class ordinarily takes the following major courses, a major course being one which meets four or five times a week: English 1, 2, 3, 4; Foreign Language 1, 2, 3; a second Foreign Language 1, 2; Mathematics 1, 2, 3; Science; History 4; and one elective major course. In addition, he takes minor courses in History, Religion, Elementary Science, and Art and Music. The distribution of subjects is described on the following pages, with exceptions indicated. The Description of Courses begins on page 45.

*See page 35, third paragraph.

†See page 28, "Class Officers."

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Junior Year

English 1	4	hours a week		
*Foreign Language A1	5 or 4	"	"	"
Mathematics 1	5	"	"	"
Elementary Science	3	"	"	"
History 1	3	"	"	"
<hr/>				
Total	20 or 19	"	"	"

Lower Middle Year

English 2	4	hours a week		
Foreign Language A2	4	"	"	"
†Foreign Language B1	5 or 4	"	"	"
Mathematics 2	4	"	"	"
Religion	2	"	"	"
History 2	2	"	"	"
<hr/>				
Total	21 or 20	"	"	"

Upper Middle Year

English 3	3½	hours a week		
Foreign Language A3 or ‡Science	5 or 4	"	"	"
Foreign Language B2	4	"	"	"
Mathematics 3	4	"	"	"
History 3	3	"	"	"
Art and Music	2	"	"	"
<hr/>				
Total	21½ or 20½	"	"	"

*Latin, Greek, French, or German.

†One of the foregoing not taken in Junior year, or Spanish.

‡Biology, Chemistry, or Physics.

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Senior Year

English 4	4	hours a week
History 4	5	" " "
‡Science or Foreign Language B ₃ (whichever is not taken in U.M.)	4	" " "
Elective (Major)	4 or 5	" " "
Elective (Minor)	2 or 1	" " "
Total	<hr/> 19	" " "

‡Biology, Chemistry, or Physics.

The following modifications in the foregoing program may be made:

- (a) A student who takes three years of Latin and two years of Greek is allowed to omit Art and Music, and in his Senior year may take any two of Greek 3, Science, History 4.
- (b) Candidates for any college which requires Mathematics 4, Chemistry, and Physics may omit the third year of a foreign language.
- (c) Students whose previous work in foreign language has been of superior quality may, by special permission, take two foreign languages in the Junior Year.
- (d) Students who enter the Senior year with insufficient credit in foreign language may take German 1-2 or Spanish 1-2, for the purpose of establishing credit for two years' work in one of these subjects.
- (e) In exceptional cases, incoming Upper Middlers and Seniors may, by special permission, meet the Academy's diploma requirements on completion of two units in each of two foreign languages, in addition to four units in mathematics and two in laboratory science.

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SENIOR ELECTIVES*

English 5	3	Introduction to Art	2
German 1-2	5	and Music	
German 4A	2	Studio Art	2
German 4B	2	Advanced Art	2 or 4
German 5	2	Harmony	2
Greek 1-2	5	Piano or Organ	2
Greek 4	1	Senior Music Appreciation	2
Spanish 1-2	5	Music Major	4
Latin (Horace)	1	Religion 2	2
History 5	1	Anatomy and Evolution	2
History of Civilization	1	Anthropology	2
Mathematics 5A	2	Navigation	2
Mathematics 5B	2	Philosophy	2
Mathematics 6	1	Public Speaking	2
Mathematics 7	4	Social Problems	2
Mechanical Drawing	2		

*Other major courses may be taken as Senior Electives.

DESCRIPTION OF COURSES

ENGLISH

The main purposes of the English courses are to help boys to write and speak clear, idiomatic English; to understand as fully as possible what they read; to increase the range and depth of their understanding of men and society through knowledge of the best English and American literature; and, in the process of developing standards of judgment and of taste, to find enduring pleasure in reading good books.

Classes in English range in size from ten to fifteen boys. In the three upper years the ablest boys are assigned to honors sections, where they do advanced work and where they are encouraged to develop their particular literary abilities. All boys meet their instructors for individual conferences at frequent intervals.

Throughout the English program stress is laid upon the operations of language,—on the ways in which words are used, in speech and in writing, to convey meanings. To provide concentrated training in the basic skills of reading, writing, and speaking, without reasonable mastery of which effective work in school or college is difficult, certain hours are set aside for that specific purpose.

The following is a brief summary of the main emphases and kinds of work done in each of the four required years of English. It should be noted that a syllabus of the work covered by any given year of English cannot be given here. Although continuity is maintained throughout the English program and the main emphases for each course are established by the Department, selection of specific teaching materials and methods of instruction are frequently left to the individual teacher so that he may shape

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his course most effectively to the needs and background of his class. Consequently texts vary from year to year and from teacher to teacher. No one class will read all of those listed below for each course.

ENGLISH 1 meets four periods a week, all requiring outside preparation. The work of this course covers (1) a review of grammar, spelling, and punctuation; (2) the reading and discussion of various types of literature; and (3) composition, at first narration and description, later elementary exposition.

Especial attention is paid to teaching the theory and practice of effective oral expression. Other class hours are regularly devoted to exercises in the analytical reading of short passages of prose and poetry and to extemporaneous writing under the close guidance of the teacher.

Students are sectioned in English 1 according to the quality of their preparation in the fundamentals of English grammar. During the first half of the year, those who need intensive review of fundamentals devote more time to grammar and rhetoric than to literature; the others reverse the proportion. Representative texts read in English 1 are *A Book of Short Stories*, edited by Pugh (Macmillan), Masfield's *Dauber* (Macmillan), *Julius Caesar*, *The Odyssey*, *A Tale of Two Cities*, *The Yearling*, *Lively Lady*, *Yesterday and Today* (Harcourt, Brace.)

ENGLISH 2 meets four periods a week, all requiring outside preparation. The course includes (1) a review of grammar, spelling, and punctuation; (2) elementary study of the rhetoric of the sentence, the paragraph, and the whole composition; (3) practice in composition, with increasing emphasis upon exposition; (4) the reading and discussion of various types of literature; (5) oral reading.

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Representative texts are *Adventures in Appreciation* (Harcourt, Brace), *Short Stories* (Harcourt, Brace), *David Copperfield*, *The Rise of Silas Lapham*, *Silas Marner*, *Arrowsmith*, *As You Like It*, *The Merchant of Venice*, *Poems for Modern Youth* (Houghton Mifflin), and *Yesterday and Today* (Harcourt, Brace).

ENGLISH 3 meets four periods a week, of which three require outside preparation. The prepared hours are devoted to (1) literature and (2) rhetoric. The four main types of literature—fiction, the drama, the essay, poetry—are examined in representative texts of graduated difficulty, with continued emphasis upon close reading and explication. Typical texts in this year are *Far from the Madding Crowd*, *Henry Esmond*, *Victory*, *Of Human Bondage*, *Fortitude*, *Ethan Frome*, *The Mayor of Casterbridge*, Bacon's *Essays*, *Milestones of the Drama* (Harcourt, Brace), *Macbeth*, plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harpers), *Poems for Enjoyment* (Harpers), the poems of Browning, *John Brown's Body*.

ENGLISH 4 meets four periods a week, all requiring outside preparation. The work of this course gives continuing training, on an advanced level, (1) in the reading and discussion of the work of important English and American authors; (2) in detailed analysis of passages of prose and of poetry; and (3) in composition and rhetoric.

Representative reading done in English 4 consists of the work of standard authors from Chaucer to Yeats, as found in *British Poetry and Prose* (Houghton Mifflin), *Tom Jones*, *The Ordeal of Richard Feverel*, *Lord Jim*, *Tess of the D'Urbervilles*, *The Scarlet Letter*, *The Forsyte Saga*, *Babbitt*, *For Whom the Bell Tolls*, plays from Sophocles to Shaw and O'Neill and including Shakespeare,

Ways of Thinking and Writing (Scribner's), *Essays of Three Decades* (Harpers), *The Mind in the Making*, *Understanding Poetry* (Holt), *The Chief Modern Poets of England and America* (Macmillan) Macaulay's *Essay on Johnson*, *Queen Victoria*, *Thought in English Prose* (Doubleday Doran).

In each English course, in addition to reading done for class discussion, students do outside reading which is guided, although not wholly prescribed, by the English teacher.

In each course opportunity and encouragement are given for creative writing in short story, poem, and essay. The Department sponsors a series of prize competitions throughout the year to stimulate interest in independent writing.

ENGLISH 5, meeting three periods a week, is an elective course open to students who have successfully completed four years of secondary school English or who have otherwise demonstrated ability to do advanced work in English.

The object of the course is to examine and interpret significant phases of the development of culture and civilization in the United States by a reading and study of selected books in American literature. Among others, the following American authors are studied carefully: Franklin, Thoreau, Emerson, Hawthorne, Whitman, Melville, Mark Twain, Henry James. Through the study of these men the course seeks to analyze the main tendencies of American thought as expressed in our literature before 1900. This study is supplemented by extensive outside reading in Parrington and Mumford to gain an understanding of American literature as the product of certain forces and ideas which have characterized American intellectual development. All books chosen for close reading are studied in their proper historical setting. Though there is no instruction in the art of composition as such, there are frequent reports and essays on topics appropriate to the course.

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PUBLIC SPEAKING

It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first two years.

In the Senior year a two-hour elective course provides training in expository and argumentative speaking in reading aloud, and in the delivery of memorized selections. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The text used is Sarett and Foster's *Basic Principles of Speech* (Houghton, Mifflin).

The Mirrophone, a recording and reproducing instrument, is used in the work.

*FRENCH

The Department of French offers a continuous course, in which the emphasis is laid upon teaching the student to understand the spoken word, to express himself in the foreign tongue, to read the written language with ease, and to learn about the history, culture and democratic tradition of France. The Department is seeking to accomplish these goals by means of the "Cleveland Plan" in which the foreign language is used exclusively in the classroom. This plan was put into effect in September, 1945, in all French 1 and in two special French 2 divisions; in 1946-47, it will be adopted for all old boys in their first two years of French; the following year, it will be followed in French 3 as well. Experimental sections during 1944-45 have convinced the Department that this method of modern language teaching, without recourse to English as a medium, results in a more thorough appreciation for and knowledge of the subject. It is to be hoped that the in-

*See footnote on page 56.

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creased success of this method throughout the country will soon make it possible to do away with any sections still following the old approach. Until this is true, special divisions will be continued at the second and third-year levels for those students coming from other schools who have not been taught by the direct method.

In FRENCH 1, the first twenty-five lessons of DeSauzé's *Cours pratique de français pour commençants* (John C. Winston Co.) are covered. Sections are limited to ten boys each in order to allow more time for individual conversation, and the sections meet five times a week instead of the usual four, to permit more contact with the spoken word. To compensate for the extra time in the classroom, assignments are shorter than in the past. After a thorough drill during the first weeks of the course in order to familiarize the students with the principles of French pronunciation, all use of the mother tongue is abandoned. Stress is laid upon developing the ear, building up an active vocabulary, writing simple compositions, and telling simple stories.

In FRENCH 2, the text used in French 1 is completed. More attention is given to the writing of compositions and the delivering of speeches, as well as the memorization of French poetry. Works of standard French authors, modern and ancient, are read outside of class, not for translation but solely for comprehension. The principles of French grammar are amplified and reviewed in Pargment's *Exercices français, deuxième partie* (Macmillan). The small divisions are retained and also the additional hour in the classroom. For those boys who have not studied by the direct method in their first year of French, there are special sections in which the following texts are used: Fraser, Squair and Parker's *Revised Elementary French Grammar* (Heath), Carnahan's *Alternate French Review Grammar and Composition* (Heath), Guyer and

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Bovée's *Vingt contes favoris* (Oxford), and well-known plays and stories for rapid reading.

In FRENCH 3, students continue to develop their reading skill, spend more time speaking and hearing French, write compositions on subjects pertaining to the history and culture of France, and give brief talks for class-room comment and discussion. Outside reading of standard novels and plays is assigned, and reports are written in French. The texts now in use include: Turgeon's *French Review for Reading Knowledge* (Appleton); Lévêque's *Histoire de la civilisation française* (Holt); selections from the work of Molière, Beaumarchais, Balzac, Daudet, Zola, Maupassant, France, Loti, Maurois, Romain, et al.

FRENCH 3R, a two-hour elective course, is a reading course for the benefit of boys who have completed two years of French, but do not have time to take four hours of French 3 and wish to maintain contact with the language.

In FRENCH 4, the objective is the development of ability to translate and comprehend material of greater difficulty and of more abstract content. The translation covers a wide range of prose and poetry selected from the writers since 1800. Free composition, continued practice in a wider use of idioms, and more extensive oral use of the language form an essential part of the course.

FRENCH 5 is open to students who have completed college requirements in three years of French or who have special permission of the French department and desire to keep up their knowledge of the subject in a two-hour course. The objectives of the course are to improve the student's knowledge of France, its geography and the French people, and to offer a larger opportunity in the oral and aural use of the language.

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*GERMAN

The Department of German offers a continuous course, covering four years, in which the emphasis is laid upon fluency of reading and the use of the spoken language.

The beginning course, GERMAN 1, four hours a week, gives the grammatical background, the skeleton of the language, and the simple forms of conversation. It emphasizes clarity of expression, vocabulary, and the ability to handle a language more highly inflected than the English. Reading begins in the middle of the winter term. Varied texts, such as the Hagbold series of stories and fables, other well-known stories at the appropriate level, and much sight-reading material furnished by the instructors are read during the rest of the year. Betz and Price's *Learning German—First Book* (American Book) has been used recently as a grammar.

GERMAN 2 amplifies reading knowledge and vocabulary. It starts with the reading of Diez's *Beginning German for Colleges* (Oxford Press), with emphasis on the grammatical and syntactic background of the language, and continued work in conversation. Reading of modern texts (mostly 20th century German) and, occasionally, the reading of a classical work, such as *Wilhelm Tell*, complete the course.

GERMAN 3 is an advanced course which develops and continues the above courses. The classes are conducted in German as much as possible. Reading material includes novels by Keyserling, Mann, Hausmann, Bahr, and other modern writers. Dictation in German on various literary and scientific topics is frequently given, including excerpts from the classics.

GERMAN 4, for Seniors, is given in two sections of two hours each, which may be taken separately or jointly. One emphasizes

*See footnote on page 56.

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the handling of advanced German in dictation and conversation, and ends with the reading of classic poetry and excerpts from Goethe's *Faust* at the end of the year. The other deals with literary and scientific modern texts.

For advanced pupils who have completed the higher courses, at the Academy or elsewhere, a GERMAN 5 course of two hours is given, which is designed to keep the knowledge of the language alive and growing, and uses material adapted to the individual knowledge of the boy.

GERMAN 1-2, is designed for Seniors who wish to continue German in college or need it as a background for scientific and mathematical studies. Meeting five periods a week, it affords an opportunity for accelerated grammatical instruction and reading. Credit for two units of German is given upon successful completion of this course.

GREEK

The first year, GREEK 1, is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *New Introduction to Greek* (Harvard University) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

The second year, GREEK 2, is occupied with selections from Xenophon's Works, or an equivalent, with sight reading from other Attic prose authors, some translation from English into Greek, and grammar reviews.

The third year, GREEK 3, is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered,

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more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

Properly qualified Seniors may take Greek 1-2, five periods a week, which covers in one year the essential material of Greek 1 and Greek 2.

A course on the Greek Old and New Testaments, GREEK 4, is offered as a Senior elective.

LATIN

In LATIN 1 the time is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in Pearson's *Essentials of Latin* (New York Edition—American Book). There is constant practice in the reading and writing of simple prose, and in observing the relation of Latin to English words. The course aims at a thoroughly dependable foundation for subsequent reading and study. As a prerequisite, candidates must have a competent knowledge of the fundamentals of English grammar.

In LATIN 2, Books I-IV of the *Gallic War* of Caesar, or equivalent amounts from a "Second Year Book," are studied. The study of vocabulary includes the mastery of the word list recommended by the College Entrance Examination Board for Second Year. Ample time is allotted to prose composition. There is continual practice in sight translation and reading aloud.

In LATIN (CICERO) the course aims chiefly at training in reading Latin prose writings with increasing ease and surety. The work in Latin prose composition is devoted to connected narrative. The first and third orations against Catiline, the poet Archias, Verres (the Plunder of Syracuse), and other speeches, such as the Marcellus or the Manilian Law, may be read, or the equivalent

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amounts of other authors may be substituted. Vocabulary study includes the entire list recommended by the College Entrance Examination Board.

Students who have done very good work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin. A special section in Vergil will be made for such boys.

In LATIN (VERGIL) effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and in metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the *Metamorphoses* of Ovid and excerpts from other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six or seven books of the *Aeneid*. Vocabulary study includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world. A knowledge of this background is developed by lectures, incidental comment, and classroom discussion, supplemented by assigned reading. Topics in the private life and customs of the Romans are studied and illustrated. The Academy possesses more than a thousand photographs for this purpose.

In LATIN (HORACE) selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

Courses covering three years' work in Spanish are given. They meet the usual College requirements and include some study of the geography, history, institutions, and customs of the Spanish World.

SPANISH 1 comprises practice in reading, writing, speaking, and understanding the language, with special emphasis upon the fundamentals of grammar, the regular and irregular verbs, the radical changing and orthographic changing verbs, nouns, adjectives, pronouns, the uses of the tenses, the commonest idioms, and an introductory treatment of the subjunctive mood. Grammars such as Walsh's *Introductory Spanish* (Edwards Bros.) and House and Mapes' *Shorter Spanish Grammar* (Ginn) serve as a basis for this course, and such texts as Castillo and Sparkman's *Graded Spanish Readers* (Heath) and Weisinger and Johnston's *Los Otros Americanos* (Odyssey Press), supply the reading material. Special care is taken to guide the student over the difficult transition from elementary reading to formal Spanish narrative.

SPANISH 2 continues the work of the first year and covers the usual college requirements for two units of Spanish. The grammar is reviewed through the medium of such books as Pittaro and Green's *Segundo Curso de Español* (Heath) and Crawford's *Temas Españoles* (Holt), and there is further treatment of the subjunctive mood. Texts such as Wast's *Pata de Zorra* (Odyssey Press) and Walsh's *Cuentos y Versos Americanos* (Norton) supply the material necessary for intensive and comprehensive reading.

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

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SPANISH 3 consolidates and enlarges upon the work of Spanish 2 with a view to the student's development of speed, range of ability, and better control of vocabulary. Some time is spent in the oral reproduction of texts read and in the writing of free composition. Particular attention is paid to conversation and to reading for comprehension. Treviño's *Spoken Spanish* (Heath), is studied, and such texts as Hill and Buceta's *Antología de Cuentos Españoles* (Heath) and Alarcon's *El Sombrero de Tres Picos* (Holt) are read.

SPANISH 1-2 is an intensive course for Seniors who wish to complete the equivalent of two years' work in one in order to meet the Academy's foreign language requirements or to prepare for further work in Spanish in college.

HISTORY

The courses in History have two purposes. They are arranged in definite order to provide information in company with other subjects of study. Classical History is presented in the Junior year as work is begun in Greek and Latin. European History comes in the Lower Middle year as the students take up French and German. English History for Upper Middlers is planned to fit with their studies in English Literature. American History for Seniors is designed to lay historical foundations for subsequent work at college in History, Government, Economics, and other related subjects. For the second purpose, the courses in History are organized consecutively to provide increasing experience in the accuracy and precision of thinking and to train the students in comprehension and logical expression of what they know.

In the first two years, this system of courses in History defers to the immaturity of the students and stresses the narrative and the pictorial. It develops toward emphasis upon the analytical and the abstract only in the last two years. The first two courses

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rely heavily upon text books for all students. The last two have texts available, but direct the more capable students to specific reading in historical works of maturity. All four courses make use of materials in the Addison Gallery of Art and the Library.

HISTORY 1—Greece and Rome. This course is designed to introduce students to History. It begins with stories of Egyptian life, the nations of Mesopotamia, Palestine, Crete, and the Persian Empire, as the background for a more extensive study of the Greeks, their internal growth and international strife. Then it moves into the history of the Romans, through the days of their Republic, the times of the Caesars, and the Empire, to the decline with the invasions of the barbarians.

Particular attention is given to the classical narratives, to the substance and color of Mediterranean life, and to great personalities and episodes in the period. Assigned readings in the text and selected books in the Library are supplemented by the study of paintings, pictures, and slides from the Addison Gallery of the Academy. Class-room work is devoted to explanation and practice in writing effectively about what has been studied.

HISTORY 2—France. With this course, the students are given a view into the history of Western Europe. The central theme is the growth of France from Charlemagne to Napoleon. But contemporaneous events in the Holy Roman Empire, the Lowlands, the Italian States, Germany, and the Austrian Empire are specifically related to the story of France. Emphasis is put upon the Church, feudalism in France, the growth of commerce, urban communities, and the Renaissance. Outstanding developments in architecture, art, science, and literature are also studied and discussed. There is a work-book specially prepared for this course. The students are trained in note-taking and in writing frequent short papers as well as more extensive examinations.

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HISTORY 3—England. The work of this year takes the students into a more mature examination of historical materials. The sequence of events is followed, but there is deeper penetration into social, political, and economic forces. The basis of study is a workbook, specially prepared to train students to use the Library and to depend no longer upon a single text. This material is divided topically, with a summary to introduce each major subject, and the topics thereunder have specific references to various texts and to books of more mature opinion. The students are taught to take their own notes from these references. Subsequent discussion in the class-room is based on these notes, and the students are then encouraged to draw conclusions.

The detailed study of Great Britain starts with her emergence from medieval times into the modern era, beginning with the Tudors. Certain incidents are studied to bring out general changes in Western Europe. More emphasis is then laid upon the development of Parliament and institutions representative of the English people. The course proceeds to elaborate upon social and economic changes, colonial expansion through the period of Cromwell and the Restoration, and rivalry with France for world supremacy, into the period of American rebellion. From the middle of the eighteenth century on, the course then deals with the development of industrial society and its influences upon political movements, the rise of modern imperialism, and aspects of England's policies in the world of today.

HISTORY 4—The United States. This final course builds upon the study in the previous year. It begins, therefore, with the causes of the American Revolution. It proceeds through the period of transition from Confederation to Federal Union, the westward advance of the American people, and the rise of the nation out of sectional conflicts and the Civil War. It surveys then the development of industrial society and the attendant growth of

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the United States as a world power. It closes with events of the present time.

Public affairs, both domestic and foreign, are the central theme of this course. Particular stress is given to geographical, economic, social, governmental, and institutional problems, in order that the students may know the origins of the conditions in which they live. The careers of eminent men are studied in relation to these problems. Purely military events are minimized. Problems of literary, intellectual, religious, and philosophical import are indicated but left for study in college.

HISTORY 5—Contemporary History. This one-hour elective course for Seniors is designed to give a brief survey of recent affairs. The material examined includes the background of events leading to the recent war, a brief study of the national politics of the Great Powers, examination of contemporary events of national significance, and discussions of international politics. The students are asked to read in historical works and current periodicals, but the major part of the study consists of discussions in class and note-taking from lectures.

HISTORY OF CIVILIZATION

This one-hour elective course, for a limited number of boys, tries to acquaint the participants with the background of our own culture and civilization by giving a concise but reasonably extensive synopsis of the aspect and aims of the Greek civilization and its development through the Roman, Medieval, Renaissance and Modern adaptations of its principles. It is mainly a lecture course, with one examination a term.

MATHEMATICS

MATHEMATICS 1A—First Year Algebra. The prerequisite of this course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The stud-

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of the subject begins with a review of fundamental operations and continues through the year. The course covers the topics of Hawkes-Luby-Touton's *First Year Algebra* (Ginn) through systems of equations involving one quadratic and one linear, with problems based thereon. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

After a careful survey in the fall term, the abler students are placed in a division which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 1B—First Year Algebra. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used and the topics covered are the same as in Mathematics 1A.

MATHEMATICS 2—Second Year Algebra. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A and 1B with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Hawkes-Luby-Touton's *Second Year Algebra*—Intermediate Course (Ginn). Additional material is provided by use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Students with superior preparation are assigned to special divisions.

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

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MATHEMATICS 3A—Plane Geometry. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B—Second Year Algebra. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. The course presumes that elementary algebra has been covered through the solution of sets of equations, one of which is first degree and the other quadratic. The text in use is Hawkes-Luby-Touton's *Second Year Algebra—Intermediate Course* (Ginn). Supplementary material will be used from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 4—Trigonometry and Solid Geometry. The prerequisite of this course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, and solid geometry. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one unit of credit.

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MATHEMATICS 5A—Advanced Algebra. This is a two-hour elective course and is open to students who have credit for Mathematics 3. The course includes the study of imaginary and complex numbers, theory of higher degree equations, partial fractions, undetermined coefficients, summation of series, variables and limits, permutations, combinations, probability, scales of notation, determinants, and mathematical induction. The text book used is Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon).

Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 5B—Plane Trigonometry. This is a two-hour elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 6—Introduction to the Calculus. This is a one-hour elective course and is open to students who are enrolled in Mathematics 4. The course is a brief introduction to analytic geometry and the calculus and is designed to supplement the regular Senior work in mathematics. The course is covered in Longley and Wilson's *An Introduction to the Calculus* (Ginn).

MATHEMATICS 7—Analytic Geometry and Differential and Integral Calculus. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college, thus preparing for the sophomore work in this field. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathe-

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matics 4. The text used is Griffin's *Introduction to Mathematical Analysis*—Revised Edition—(Houghton Mifflin).

MECHANICAL DRAWING

This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. The course in many instances so prepares the student that he can take a more advanced course on entering college, and, in some cases, secure credit toward his degree for the course omitted. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing* (McGraw-Hill).

ELEMENTARY SCIENCE

This course, meeting three times a week in the Junior year or twice a week during the Lower Middle year, aims to acquaint the student with scientific facts and methods, and, in general, to form an easy approach to the laboratory sciences which follow.

The instruction is given by means of a text-book, by lectures, and by lecture table demonstrations. Emphasis is placed upon reasoning rather than upon the mere collection of information.

BIOLOGY

The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria, insects, trees, and birds on man's welfare; and the principles of heredity and evolution.

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The class meets four times a week, twice for recitations and twice for two-hour laboratory periods. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one point for admission to college.

CHEMISTRY

The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

PHYSICS

In this course, which covers completely the requirements in Elementary Physics as outlined by the College Entrance Examination Board, the text-book is supplemented by lectures, and by work in the laboratory. The text is accompanied with numerical

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examples and by qualitative experiments designed to illustrate physical laws and their application to practical life.

About forty quantitative laboratory experiments are required of each pupil. A careful record of the steps and results of these exercises is kept in a note-book which is submitted to the instructor for approval.

THE VISUAL ARTS

INTRODUCTION TO ART. One-half of the course "Introduction to Art and Music" is devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Industrial and Decorative Arts. This course, counting as two hours a week, is ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The function, construction, and appearance of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to all the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. A limited group of Upper Middlers and Seniors are permitted to take, in place of the Art and Music course, instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it pre-supposes an interest in working with materials and in problems of construction. This course seeks, through the

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development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

A continuation of the studio course, counting as two hours a week, is offered for Seniors.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may, with permission of the instructor, be taken as a half course, counting two hours a week, with concentration on the discussion section.

MUSIC

INTRODUCTION TO MUSIC. A two-hour introductory course in Art and Music is required for members of the Upper Middle Class, and Seniors may take it as an elective. The second half-year of this course is devoted to music. Its aim is to acquaint the student with the great masterpieces, help him to understand and enjoy them, and introduce him to the historical background and development of music.

SENIOR MUSIC APPRECIATION. A two-hour Senior elective in Music Appreciation is offered for those members of the Senior Class who wish to be introduced to the subject, as well as for those who, having taken the Upper Middle course, desire more work in this

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field. Attention is especially devoted to an analysis of the Nine Symphonies of Beethoven.

HARMONY. A two-hour course in Harmony is offered as an elective for Seniors. Upper Middlers may be admitted to this course.

PIANO AND ORGAN. Weekly instruction, for students whose schedules permit, in piano and organ, also in string or wood-wind instruments, may be counted as a two-hour course.

MUSIC MAJOR. For students who wish to take Music as a major course in their Senior year the following combinations of two-hour courses are possible:

Music Appreciation and Harmony
Music Appreciation and Instrumental Music
Harmony and Instrumental Music

Serious attention is given to the school orchestra, choir, and glee club. There are frequent rehearsals, with careful attention given to both classical and modern compositions. A well-trained student band plays at the major athletic events.

Trips for concerts, and occasionally dances, at neighboring schools are made by the musical clubs each year; and there are several similar programs in Andover.

A separate charge of \$2.50 for one-half hour is made for private lessons. The piano instruction is in charge of Mr. Arthur W. Howes, and the organ lessons are given by the Director of Music of the Academy. Able instructors are provided for lessons on stringed instruments and wood-winds. Violin students who play in the School Orchestra are given lessons gratis by a first-class violin teacher. At present this work is in charge of Mr. F. L. Macdonald of Boston.

The Music Department has a separate building for practice pianos. The Chapel contains the Martha Cochran Memorial Organ, a 100-stop Casavant instrument of four manuals. The

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Choir Room, in which the courses in music appreciation are held, is equipped with a practice organ, a reproducing machine, and an Ampico player piano. The Meeting Room in George Washington Hall contains both an organ and a Steinway grand piano. The Academy also possesses the Carnegie Corporation Junior Library of phonograph records, which has been extensively supplemented, giving the school a library of over one thousand recordings.

RELIGION

RELIGION 1—This course is a study of religion in the making. It traces the development of certain important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews and the religion of Jesus. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This two-hour course is given to all members of the Lower Middle Class.

RELIGION 2 is a two-hour elective course for Seniors and Upper Middlers who have completed successfully the work of the Lower Middle Religion course and who wish to move on further in their study of religion. The content of the course differs somewhat from year to year and depends, to some degree, upon the background and the maturity of the students who have elected further work in this field. Some study is usually made of the various religions of mankind: such as Hinduism, Buddhism, Mohammedanism, and Confucianism. The course includes, also, a consideration of the great philosophies of the past: Epicureanism, Stoicism, Platonism, Aristotelianism. The course is concluded with an attempt to understand some of the different emphases and recent

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developments in Christian thought, both in this country and on the continent.

ANATOMY AND EVOLUTION

This two-hour survey course, for Seniors and Upper Middlers, is intended to interest and instruct the student in the structure and physiology of the human body, and in the laws of inheritance, evolution, and eugenics. It is composed of lectures, demonstrations, and some outside reading.

ANTHROPOLOGY

A two-hour elective course, offered by the Robert S. Peabody Foundation for Archaeology, is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

NAVIGATION

This two-hour course is open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Dutton's *Navigation and Nautical Astronomy* are studied, with emphasis on their application to surface navigation. Considerable practical work is done with charts, plotting sheets, and sextants.

PHILOSOPHY

A two-hour Senior elective is offered in this subject, the object being a general introduction preparatory to philosophical studies at college.

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The subject is presented through philosophical problems rather than by tracing the historical development. Text-books used are: Berkeley's *Dialogues between Hylas and Philonous* (Dutton) and Jeans' *Physics and Philosophy* (Macmillan).

SOCIAL PROBLEMS

This two-hour elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

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GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 9.53 A.M.
Morning Assembly	10.00 A.M.
Recitation and study hours	10.30 A.M. to 12.23 P.M.
Athletics and Body-building	2.00 P.M. to 3.40 P.M.
Recitation and study hours	4.07 P.M. to 6.00 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The few but definite rules to which the undergraduates are expected to adhere have been made in accordance with this principle.

Every absence of a student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any

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other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty is liable to dismissal.

The use or possession of alcoholic beverages is punishable by dismissal.

Smoking, subject to certain restrictions, is permitted to the two upper classes only.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to have firearms of any description in their possession or to use them, except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse is liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

Bicycles are not permitted, except to day students.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

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CLASSIFICATION

For full membership in a given class students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one full course. For the purpose of this rule a full course is a course meeting 4 or 5 hours a week. Two-hour courses and three-hour courses (except English 3, which counts as a full course) are half-courses.

ROOM EQUIPMENT

The Academy furnishes each room with bed and mattress, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student, but any additional electrical appliances are not permitted.

CLOTHING

Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name.

EXPENSES

The tuition charge for each student at Phillips Academy is as follows: \$600 payable on October 1; \$300 payable on January 1; and \$300 payable on April 1. The net rate charged to scholarship students varies according to the need of the applicant. Each student, when his application is accepted, is required to make a deposit of \$50.00, which is credited on his first regular school bill.

The total charge of \$1200 covers instruction, board, room (including furniture, bed linen, and one blanket), health supervision, X-rays, laboratory tests, infirmary care and the services of the School Physician, physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include tutoring, or special instruction in music or athletics, the services of consulting physicians or private nurses, personal laundry, text-books, dues to school organizations, and unnecessary breakage and damage to school property.

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the bill for the following year.

Bills for matters not included in the regular school charge may be sent out at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Class-room privileges may be denied to students whose bills are not settled when due.

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No rebate for the term in which he leaves will be made to a student who is for any reason dismissed or withdrawn, unless he is called to service under the Selective Service Act.

FINANCIAL AID FOR STUDENTS

Boys of strong character, ability, and ambition who need financial assistance are encouraged to apply, even though not all requests can be met. The school has at its disposal each year approximately \$60,000 in scholarship funds to be awarded by the Scholarship Committee. Also under the control of the Scholarship Committee are the various opportunities for boys to earn part of their expenses by work in the Commons and through other jobs.

Awards vary in amount according to the applicant's need, with a few full scholarships of \$1200 available for boys of especial promise and great need. From the parents of those who apply for aid the Scholarship Committee requires a complete and definite statement of financial resources and obligations, which will be kept confidential. Applications for renewal of aid, which should be made before May 1, will be considered in the light of the candidates' achievement and circumstances. All boys on the scholarship list are expected to maintain satisfactory scholastic records and to show in every possible way that they are cognizant and deserving of the special opportunities which they enjoy. Under the Grant-Work Program each scholarship boy is expected to perform some useful service about the school in partial return for his aid.

Loans to help meet the annual charges may be arranged with the Treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

Approximately \$95,000 was earned by students during the year 1944-1945 in prizes and scholarships and through concessions and jobs.

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, are situated within a short distance of the other school buildings, and are adapted to the particular needs of the youngest members of the school. They offer accommodations for fifty-one boys. With their common recreation and dining rooms, they provide an intermediate stage between the natural restrictions of the home and the freer life of a large school. The boys are in more homelike surroundings and receive closer supervision than the rest of the school, but share with the other boys in the same classes and sports and in all the other privileges of school life. The boys of the Williams Hall unit take turns in waiting on table in the dining room.

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ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors. It is especially designed to meet the needs of the more mature members of this class. Its administration is carried on along the same lines as that of Williams Hall, with the exception that its residents eat in the Commons.

FACULTY HOUSES

Twenty-five houses, known as Faculty Houses, each in charge of a resident instructor or school official, provide accommodations for 178 boys as follows:

Abbot House for twenty, American House for fourteen, Blanchard House for five, Carter House for six, Cheever House for twelve, Churchill House for six, Clement House for fourteen, Coy House for four, Farrar House for eight, Frost House for four, Greene House for thirteen, Hardy House for six, Jackson House for six, Merrill House for two, Park House for six, Pease House for eight, Salisbury House for twelve, Samaritan House for four, Severance House for two, Sides House for five, Stowe House for five, Tilton House for two, Tower House for four, Jewett Tucker House for seven, Woods House for three.

DORMITORIES

FOXCROFT HALL (1809), two entries for eleven boys each.

BARTLET HALL (1821), two entries for sixteen boys each.

DRAPER COTTAGE (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

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PEMBERTON COTTAGE (1893), for ten boys. The gift of Melville C. Day, class of 1858.

ANDOVER COTTAGE (1893), for twelve boys. The gift of friends in Andover.

EATON COTTAGE (1893), for eleven boys. The gift of Melville C. Day, class of 1858.

BANCROFT HALL (1900), three entries for ten boys each. The gift of Melville C. Day, class of 1858.

BISHOP HALL (1911), two entries for twenty-three boys each.

DAY HALL (1911), two entries for twenty-four boys each. The gift of Melville C. Day, class of 1858.

ADAMS HALL (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

TAYLOR HALL (1913), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

OSGOOD JOHNSON HALL (1922), two entries for eighteen boys each.

PAUL REVERE HALL (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

SAMUEL PHILLIPS HALL (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

PEARSON HALL (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was re-

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moved, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

SAMUEL F. B. MORSE HALL (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

GRAVES HALL (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it was remodelled in 1936 and is now a gymnasium for the younger boys.

GEORGE WASHINGTON HALL (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the daily morning assembly is held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

THE COCHRAN CHAPEL (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ, declared by Guenther Ramin, the distinguished German organist, to be the finest organ in America.

BULFINCH HALL (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by

gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

OLIVER WENDELL HOLMES LIBRARY (1929), named in honor of Oliver Wendell Holmes, class of 1825, was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. The Library contains about 62,000 volumes, of which the greater part are in the stacks, open to the students. The Freeman Room is furnished with easy chairs, sofas, and a fireplace, and contains the latest periodicals, as well as more than 1,100 books restricted to use in that room. In the Garver Room are about 3,000 volumes of reference and reserve books for various courses. This room has a seating capacity of over 100. The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., Saturdays from 8 A.M. until 6 P.M., and Sundays from 2:30 P.M. until 9:45 P.M.

ADDISON GALLERY OF AMERICAN ART (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

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BORDEN GYMNASIUM (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

CASE MEMORIAL BUILDING (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of $11\frac{1}{2}$ laps to the mile permit frequent indoor track meets.

THE COMMONS (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished and equipped for the recreational use of the Upper Middlers and Seniors. The kitchen and serving pantries are fully up-to-date in equipment.

ISHAM INFIRMARY (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

THE ANDOVER INN (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March,

PHILLIPS ACADEMY

Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

THE ARCHAEOLOGY BUILDING (1903) was the gift of Mr. and Mrs. Robert Singleton Peabody. There are exhibits of the industrial life of the North American Indians, including dioramas of Indian villages in the Northeast and the Southwest. Important study material is stored in the building, which is open on weekdays from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. to 5 P.M. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

PEABODY HOUSE (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

MEMORIAL TOWER (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in the World War. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

GROUND

THE BROTHERS FIELD (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing

PHILLIPS ACADEMY

fields of the Academy. Its facilities provide six football fields, six baseball diamonds, six soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer and tennis.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, a third to the memory of Thomas Cochran, of the class of 1890, and a fourth in memory of Elizabeth Goodhue Fuess, late wife of the present Headmaster. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

Inaugurated in the summer of 1942 as a war measure, the Andover Summer Session will be continued in 1946 with a considerably reduced enrollment. A catalogue will be published early in the winter, and all inquiries should be addressed to the Director of the Andover Summer Session, Phillips Academy, Andover, Massachusetts.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, *Director*

FREDERICK JOHNSON, *Curator*

ALFRED VINCENT KIDDER, *Research Associate in Southwestern
Archaeology*

EVELYN WILLETT DREW, *Secretary and Librarian*

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The publications of the Foundation include the following:

BULLETINS

1. The Exploration of Jacobs Cavern, 1904.
2. The Gorgets, 1906.
3. A Narrative of Exploration in New Mexico, Arizona, Indiana, etc., 1905.

PHILLIPS ACADEMY

4. The Exploration of Bushey Cavern near Cavetown, Md.; and Fort Ancient: the Great Prehistoric Earthwork of Warren County, Ohio, 1908.
5. Certain Peculiar Earthworks near Andover, Mass., 1912.
6. Hematite Implements of the United States, 1912.

THE ARCHAEOLOGY OF MAINE, by Warren K. Moorehead, 1922.
ARCHAEOLOGY OF THE ARKANSAS RIVER VALLEY, by Warren K. Moorehead, 1931.

EXPLORATIONS OF THE ETOWAH MOUNDS, GEORGIA, by Warren K. Moorehead, 1932.

PAPERS OF THE SOUTHWESTERN EXPEDITION, Yale University Press:

1. An Introduction to the Study of Southwestern Archaeology—with a Preliminary Account of the Excavations at Pecos, by A. V. Kidder, 1924.
2. Pueblo Pottery Making: a Study at the Village of San Ildefonso, by Carl E. Guthe, 1925.
3. The Pueblo of Jemez, by Elsie Clews Parsons, 1925.
4. The Indians of Pecos Pueblo: a Study of their Skeletal Remains, by Earnest A. Hooton, 1930.
5. The Pottery of Pecos. Volume I, The Dull-paint Wares, by A. V. Kidder and C. A. Amsden, 1931.
6. The Artifacts of Pecos, by A. V. Kidder, 1932.
7. The Pottery of Pecos. Volume II, Glazed Wares, by A. V. Kidder, and Anna O. Shepard, 1936.

PAPERS OF THE ROBERT S. PEABODY FOUNDATION

Vol. I, No. 1, Excavations on Martha's Vineyard, by Douglas S. Byers and Frederick Johnson, 1940.

Vol. I, No. 2, The Indian Site on Grassy Island, by Frederick Johnson and others. (In preparation).

Vol. II, The Boston Fishweir, by Frederick Johnson and others, 1942.

Vol. III, Contributions to the Anthropology of the Northeast: A Symposium (In preparation).

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*

MARY C. RATHBUN, *Research Assistant*

JANE PATTERSON, *Secretary and Registrar*

Art Committee

STEPHEN C. CLARK

FRED T. MURPHY

CHARLES H. SAWYER

EDWARD W. ROOT

ROBERT G. MCINTYRE, *Secretary*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a fund for additional purchases.

It is the aim of the Addison Gallery to serve as a laboratory where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions. The museum building is fully equipped for exhibition and museum purposes.

PHILLIPS ACADEMY

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and conducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including over one thousand items, is recognized as among the outstanding specialized collections in the country. Smibert, West, Stuart, Allston, Morse, and Trumbull represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are several examples by Homer, Ryder, Eakins, Whistler, Sargent, Thayer, and Twachtman. The early part of the present century is shown in the work of Hassam, Metcalf, Brush, Davies, Prendergast, Bellows, and Henri. Recent acquisitions of contemporary paintings, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a permanent collection of American silver, selections of furniture, glass, and silver of the Colonial period from the Mabel Brady Garvan Institute at Yale University are on permanent exhibition.

PHILLIPS ACADEMY

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES

For declamation. Twenty dollars and fifteen dollars. Founded (1878) by Warren F. Draper, class of 1843, (sustained since 1867).

MEANS PRIZES

For declamation of original essays. Twenty dollars, ten dollars, and five dollars. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

ROBINSON PRIZES

For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. Forty-five dollars to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896).

SCHWEPPE PRIZES

In English. Open to Senior and Upper Middle Classes. Thirty dollars and twenty dollars. Sustained by the late Charles H. Schweppe, class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe.

GOODHUE PRIZES

In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. Ten dollars and five dollars. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916).

PHILLIPS ACADEMY

CHARLES C. CLOUGH PRIZE

For an essay by a Senior on an assigned literary subject. Twenty dollars. Founded (1923) by friends of Charles C. Clough, class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy.

STEPHEN S. LANGLEY PRIZE

For an essay by a Senior on Charles Dickens. Eight dollars. Founded (1927) by Stephen S. Langley, class of 1863.

ARTHUR W. LEONARD PRIZES

For declamation of original essays. Ten dollars, six dollars, and four dollars. Open only to Juniors and Lower Middlers. Sustained (since 1942) by the Headmaster in memory of the late Arthur W. Leonard, Head of the English Department.

DONALD CARR PRIZES

For skill in oral English. Twenty dollars, twelve dollars, and eight dollars. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr, class of 1922.

CHARLES SNOW BURNS PRIZES

For an original poem. Three prizes of ten dollars each to be awarded to one boy in each of the three upper classes. Founded (1944) by Mrs. Jules Burns in memory of her son, Lieutenant Charles Snow Burns, class of 1941.

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. Fifteen dollars, ten dollars, and five dollars. Founded (1879) by Joseph Cook, LL.D., class of 1857.

PHILLIPS ACADEMY

WILLIAM N. WEIR PRIZE

In New Testament Greek. Thirty-five dollars. Founded (1928) by Rev. William N. Weir, class of 1895.

DOVE PRIZES

In Latin. Open to Seniors. Twenty dollars, ten dollars, and five dollars. Founded (1915) by George W. W. Dove, class of 1853, (sustained since 1880).

REVEREND ALFRED JOHNSON PRIZE

In Greek composition. Ten dollars. Founded (1932) by Alfred Johnson, class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, class of 1875, (sustained since 1924).

VALPEY PRIZES

In Latin composition. Ten dollars.

In Greek composition. Ten dollars.

Open to the Upper Middle Class. Founded (1896) by Rev. Thomas G. Valpey, class of 1854.

ALLEN ROGERS BENNER PRIZE

For excellence in first-year Greek. Twenty-five dollars. Sustained (since 1939) by the Alpha Gamma Chi Society in honor of Allen Rogers Benner, class of 1888, for forty-six years Professor of Greek in Phillips Academy.

GERMAN

ROBERT STEVENSON PRIZE

In German composition. Ten dollars. Open to the Senior and Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr., class of 1896, in memory of his father.

PHILLIPS ACADEMY

CARL SCHURZ PRIZE

In German. A \$100 War Savings Bond. Awarded to that student taking beginning German who has shown the greatest achievement within the year. Sustained (since 1944) by an anonymous donor.

FRENCH

FREDERICK HOLKINS TAYLOR PRIZES

In French conversation or French composition. Fifteen dollars and ten dollars. Founded in part (1909) by a member of the class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868.

DEPARTMENT PRIZES

For aural ability. First and second prizes in books awarded to those students in their first year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor.

SPANISH

THE HAYDEN PRIZE

Awarded to that member of the Junior or Lower Middle class who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. Twenty-five dollars. Sustained (since 1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile.

HISTORY

LLOYD W. SMITH PRIZE

In American History before 1860. Fifty dollars. Sustained (since 1924) by Lloyd W. Smith, class of 1892.

PHILLIPS ACADEMY

CHARLES ELLIOTT PERKINS PRIZE

In American History since 1860. Fifty dollars. Sustained (since 1927) by Mrs. William Hooper in memory of her father, Charles Elliott Perkins, of Burlington, Iowa.

HAYMOND PRIZE

In American History. Fifty dollars, or the equivalent in books on the Constitution. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, class of 1942 and Thomas Arnette Haymond, class of 1943.

GEORGE LAUDER PRIZE

In English History. Forty dollars. Founded (1916) by George Lauder in memory of his son, George Lauder, Jr., class of 1897, (sustained since 1913).

MATHEMATICS

E. B. CONVERS PRIZES

In Plane Geometry. Awarded on the basis of an examination in Plane Geometry. Fifteen dollars and ten dollars. Founded (1898) by E. B. Convers, class of 1857.

GEORGE T. EATON PRIZE

In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. Twenty dollars. Sustained (since 1938) by Thaxter Eaton, class of 1904, in memory of his father, George T. Eaton, class of 1873, for fifty years Instructor in Mathematics.

PHILLIPS ACADEMY

MATTHEW S. McCURDY PRIZES

In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of class-room work and an examination. Twenty dollars and fifteen dollars. Founded (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics, from 1873 to 1921.

THE RENSSELAER MEDAL

Awarded to that member of the graduating class who has done the best work in Mathematics and Science during his preparatory course.

EDWARD BAILEY PRIZE

In Lower Middle Mathematics. Twenty-five dollars. Awarded on the basis of an examination at the close of the year. Sustained (beginning 1946) by Edward Bailey Crichton, class of 1946, in memory of his grandfather, Edward Bailey, class of 1878.

SCIENCES

WADSWORTH PRIZE

In Physics. To the student holding the highest rank in Physics for the year. Ten dollars. Sustained (since 1900) by William S. Wadsworth, M.D., class of 1887.

DALTON PRIZE

In Chemistry. To the student holding the highest rank in Chemistry for the year. Thirty-five dollars. Founded (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, class of 1884, trustee of Phillips Academy, 1912-1923.

OTHNIEL C. MARSH PRIZE

In Biology. To the student in the school who has been outstanding in interest and attainment in the Biological Sciences. Twenty-five dollars. Sustained (since 1936) by the Headmaster in memory of Othniel C. Marsh, class of 1851, one of the great paleontologists of his day.

PHILLIPS ACADEMY

JAMES C. GRAHAM PRIZE

In Science. To that member of the graduating class attaining the highest grade in the Physical Sciences. Two hundred dollars. Founded in 1945 by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937.

MUSIC

CHARLES CUTTER PRIZE

For proficiency on orchestral, especially stringed, instruments. Thirty-five dollars. Founded (1925) by Rev. C. F. Cutter, class of 1871, in memory of his father, Charles Cutter, class of 1840.

FRANK VAN DER STUCKEN PRIZE

For proficiency on the organ. Twenty-five dollars. Sustained (since 1930) by Dirk H. van der Stucken in memory of his father.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING—NO. 1

Ten dollars. Sustained (since 1934) by an anonymous donor.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING—NO. 2

A Book. Sustained (since 1945) by an anonymous donor.

EDWARD PITKIN POYNTER PRIZE

For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. Fifteen dollars. Founded (1943) in memory of Edward Pitkin Poynter of the class of 1940, who gave his life for his country in the aviation service on July 15, 1943.

AINSWORTH B. JONES PRIZE

For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful mem-

PHILLIPS ACADEMY

ber of that organization. Fifteen dollars. Founded (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the class of 1939, who gave his life for his country in the aviation service in July, 1943.

COMPOSITION PRIZE

Awarded for the best original musical composition, in any form, to be submitted in clearly legible manuscript prior to May 15th. Ten dollars. Sustained (since 1945) by an anonymous donor.

ART

THE MORSE PRIZE

To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. Twenty-five dollars. Sustained (from 1932) and founded (1942) by Winslow Ames, class of 1925, in honor of Samuel Finley Breese Morse, class of 1805.

THE THOMPSON PRIZE

For improvement in drawing and painting. Given in memory of Augustus Porter Thompson, 3rd, class of 1928. Twenty-five dollars.

ADDISON GALLERY ASSOCIATES PRIZE

For a student who has distinguished himself in art as well as in other activities. Twenty-five dollars. Sustained (since 1941) by the Addison Gallery Associates.

JOHN ESTHER GALLERY PRIZE

To the student who has shown through his work the clearest understanding of art. Ten dollars. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan.

PHILLIPS ACADEMY

OTHER PRIZES

FACULTY PRIZE

For the Senior graduating with the highest average in scholarship. One hundred dollars. Founded (1923) by Sanford H. E. Freund, class of 1897, (sustained since 1912).

FULLER PRIZE

Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, class of 1894.

THE BIERER PRIZE

To a student who is outstanding in character and personality. Twenty-five dollars. Sustained (since 1944) by Eugene S. Bierer, class of 1943.

IMPROVEMENT PRIZE

For the Senior who, having been at Andover not less than three years, has shown the greatest general improvement. Fifty dollars.

THE YALE BOWL

Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics.

FEDERATION OF HARVARD CLUBS PRIZE

For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover.

HEADMASTER'S PRIZE

Awarded to that member of the Senior Class who exhibits most fully the qualities of coöperation and leadership. Fifty dollars. Sustained since 1933.

PHILLIPS ACADEMY

ROGER C. SULLIVAN PRIZES

Four prizes, of two hundred dollars each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Classes who made the greatest improvement in scholarship during the previous school year. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of his father, Roger C. Sullivan.

JOHN P. HOPKINS PRIZE

To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Two hundred dollars. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of John P. Hopkins.

BUTLER-THWING PRIZE

For the member of the Junior Class with highest marks in entrance examinations. Fifteen dollars. Founded (1918) by Capt. Francis Butler-Thwing, class of 1909.

THE PHILLIPIAN PRIZE

For outstanding service rendered to the *Phillipian*. Thirty dollars. Founded (1931) by James Q. Newton, class of 1929, and Business Manager of the *Phillipian* during his senior year.

THE PAUL REVERE PRIZES IN PRINTING

Awarded to students who have shown especial interest in Printing. Twenty-five dollars. Sustained (since 1945) by members of the Printing Club.

THE CECIL K. BANCROFT PRIZE

For a self-supporting student whose performance has been most praiseworthy, taking into account scholarship, amount of self-help, and observance of rules, regulations, and ethics governing these activities. Twenty-five dollars. Awarded (since 1934) by the Headmaster, on recommendation of the Bureau of Self-Help.

PHILLIPS ACADEMY

THE COMMONS PRIZE

To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. Ten dollars. Sustained (since 1945) by Dr. Willet L. Eccles, Registrar of Phillips Academy from 1930 to 1943.

JOHN ADAMS KINGSBURY JR. PRIZE

To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. Fifty dollars. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934.

THE AURELIAN HONOR SOCIETY PRIZE

To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. A cup. Established 1935.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804).....	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.....	7,762.64
FARRAR (1865). Samuel Farrar, treasurer of Phillips Academy, 1808 to 1840. (A part of this fund is for other purposes.).....	22,000.00
CLARKE (1870). James G. Clarke, class of 1837, in memory of his mother, Jane Aiken Clarke.....	1,200.00
PETER SMITH BYERS (1878). John Byers, class of 1844, in memory of his brother, of the class of 1847. For boys from Andover.....	500.00
CLASS OF 1878 (1878).....	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.....	1,000.00
FRENCH (1879). Hiram W. French, of Andover.....	1,000.00
CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the class of 1875.....	1,000.00

PHILLIPS ACADEMY

STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.....	26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, class of 1875.....	1,450.14
WARREN F. DRAPER (1890). Warren F. Draper, class of 1843.....	1,000.00
CHARLES L. FLINT (1890). Charles L. Flint, class of 1841. Preference to boys from Middleton, Mass.....	5,000.00
HENRY P. HAVEN (1890). Henry P. Haven, of New London, Conn.....	1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, class of 1839, in memory of his wife.....	1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother.....	1,000.00
DOWE (1892). Joseph Dowe, class of 1817.....	3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the class of 1840.....	1,000.00
MARY W. HOLBROOK (1900). Mary W. Holbrook.....	500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank W. Hartwell, in memory of their son, of the class of 1908.....	5,000.00

PHILLIPS ACADEMY

GEORGE RIPLEY (1908). George Ripley, of Andover....	2,500.00
T. A. HOLT (1909). T. Augustus Holt, of Andover. For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913). Allan Morse Penfield, class of 1904.....	1,000.00
GEORGE B. KNAPP (1914). Katharine Knapp, in memory of her brother, George B. Knapp, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the class of 1889....	1,425.00
ABRAHAM B. COFFIN (1924). Abraham B. Coffin, class of 1852.....	2,000.00
SAMUEL M. EVANS (1922). Samuel M. Evans, class of 1887. (A part of the fund is for other purposes.).....	2,000.00
AMASA J. WHITING (1927). Mrs. May C. W. Speare, in memory of her father, Amasa J. Whiting.....	2,515.65
JAMES H. HASTE (1930; 1933). James H. Haste, class of 1894.....	241,074.18
HENRY WALDO GREENOUGH (1931). Henry W. Greenough, class of 1889.....	2,000.00

PHILLIPS ACADEMY

MONCRIEFF M. COCHRAN (1932). Moncrieff M. Cochran, class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00
OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students.....	500.00
DAVID AND LUCY HAYWARD SHAW FUND (1939). David and Lucy Hayward Shaw. Preference to boys from Andover.....	10,000.00

SPECIAL SCHOLARSHIP FUNDS

JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover.....	5,000.00
ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, class of 1912, who died in the military service of the United States, 1918..... "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."	6,000.00
GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan,	

PHILLIPS ACADEMY

class of 1892.....	10,000.00
"The income is used annually for the assistance of a worthy student or students, of limited means."	
GORDON FERGUSON ALLEN (1920). "Friends of the school," in memory of Gordon Ferguson Allen.....	5,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."	
REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920). Rev. William Henry Haskell, class of 1856, and his five sons, classes of 1883, 1888, 1890, and 1895.....	3,000.00
"The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."	
CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, class of 1906.....	5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."	
FRANK DALE WARREN (1925). Frank Dale Warren, Jr., class of 1915, in memory of his father, of the class of 1879.....	1,000.00
"The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty."	

PHILLIPS ACADEMY

- ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, class of 1900, in memory of his brother, of the class of 1897. 5,000.00
 "The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."
- SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, of the class of 1923. 5,000.00
 "The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."
- CLASS OF 1871. ANDOVER-HARVARD (1928, sustained since 1912). Henry S. Van Duzer, class of 1871. (A part of this fund is for a College Freshman scholarship). 12,500.00
 "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time."
- CLASS OF 1871. HARVARD-ANDOVER. "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school."
- WILLIAM THOMPSON REED MEMORIAL (1930). His father and mother and members of his family, in

PHILLIPS ACADEMY

memory of William Thompson Reed, class of 1929.	11,100.00
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."	
SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the class of 1898.	5,000.00
AUGUSTUS PORTER THOMPSON (1943). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, class of 1892.	5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."	
RICHARD STRONG FOXWELL. Established in 1945 by Mrs. Gilbert M. Foxwell.	2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."	
CHARLES W. CARL (1945). Charles W. Carl, class of 1910.	5,000.00
"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."	

PHILLIPS ACADEMY

The following scholarships are sustained by regular annual gifts, or by a single gift:

<p>GEORGE WEBSTER OTIS (1920). Joseph Edward Otis, class of 1888, and Mrs. Otis, in memory of their son, Lieut. George Webster Otis, class of 1914, who died in the military service of the United States, 1918. . . .</p> <p>"Awarded to a student who, in the judgment of the Headmaster, combines the qualities of sound character and high ambition."</p>	250.00
<p>SOCIETY OF INQUIRY (1934)</p> <p>"Two awards of \$200 each, to two deserving students, nominated by the Headmaster, who have attended Phillips Academy for at least one year."</p>	400.00
<p>AMHERST COLLEGE (1935)</p> <p>An annual award, granted on the basis of scholarship, character, and need, and on the nomination of the Headmaster, to a graduate of Phillips Academy entering Amherst; to be held for four years, or as long as the recipient maintains an average of eighty per cent or better.</p>	400.00
<p>DE LONG (1938). Mrs. George Bowen de Long of New York City</p> <p>Two scholarships, of \$500 each, to be held during their Freshman year at Princeton University by graduates of Phillips Academy, who have been nominated by the Headmaster on grounds of "scholarship, character, and qualities of leadership, as well as the degree of their need of assistance."</p>	1,000.00

PHILLIPS ACADEMY

YALE UNIVERSITY (1938). Anonymous..... 1,000.00

“Awarded to a candidate selected by the Freshman Scholarship Committee at Yale, the choice to be made on the basis of a candidate’s school record, his special scholarship qualifying examination, his character and personality, his capacity for leadership, his promise of future usefulness, and his financial need.”

RALPH TIPTON DAVIS MEMORIAL (1939). The Class of 1904, Princeton University, in memory of Ralph Tipton Davis, of the Class of 1904, Princeton University, and of the Class of 1900, Phillips Academy. 600.00

“Awarded to a student from Phillips Academy in his Freshman year at Princeton University, who is chosen by the Headmaster and Faculty of Phillips Academy because of his definite need for financial aid, scholarship, ideals, character, personality, and achievement in extra-curricular activities.”

ALAN FOX (1942). Joseph C. Fox of the class of 1934 in memory of his father, the late Alan Fox of the class of 1899..... 1,200.00

“To be awarded annually in the sum of twelve hundred dollars to a student preparing for Yale University who is in need of financial aid and who, in the opinion of the Headmaster, combines those qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make him an outstanding person in the eyes of the Faculty and students of Phillips

PHILLIPS ACADEMY

Academy, like the man in whose memory this scholarship is given."

CATLIN (1944). Established by the late George H. Catlin of the class of 1863.....

500.00

"Net income awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. Tenable during the Senior year at Phillips Academy."

PHILLIPS ACADEMY

AWARD OF PRIZES AND SPECIAL SCHOLARSHIPS

1944-45

DRAPER PRIZES

1. Edward Sprague Jones, Oyster Bay, L. I.
2. Frank Sidney Jones, Greensboro, N. C.

MEANS PRIZES

1. Frederic Rockwell Gladstone Sanborn, Brooklyn, N. Y.
2. Geoffrey Douglas Bush, Cambridge
3. George Washington Houk, Jr., Dayton, Ohio

ARTHUR W. LEONARD PRIZES

1. Paul Rodney McHugh, Lawrence
2. William Louis Stuckey, Jr., Charlotte, N. C.
3. Fred Adelman, Lawrence

CARR PRIZES

1. Earle Albert Goodenow, Dallas, Texas
2. John Joseph MacWilliams, Jr., Syracuse, N. Y.
3. Richard Woodward Hulbert, Somerville
4. Francis Story Talbot, New York City, N. Y.

SCHWEPPE PRIZES

1. Charles Montgomery Gray, Urbana, Ill.
2. Brian Owens, Kingston, N. Y.

THE GOODHUE PRIZES

1. Jeff Corydon, III, Cranston, R. I.
2. Giles Constable, Cambridge

CHARLES C. CLOUGH PRIZE

John Butler Snook, Upper Montclair, N. J.

PHILLIPS ACADEMY

CHARLES SNOW BURNS PRIZES

Senior: Michael Sewall Thompson, Warrenton, Va.

Upper Middle: Jeff Corydon, III, Cranston, R. I.

Lower Middle: William Louis Stuckey, Jr., Charlotte, N. C.

JOSEPH COOK PRIZE

William Scovil Anderson, Watertown

ALLEN ROGERS BENNER PRIZE

Geoffrey Douglas Bush, Cambridge

DOVE PRIZES

1. Jeff Corydon, III, Cranston, R. I.

2. William Scovil Anderson, Watertown

3. Frederic Rockwell Gladstone Sanborn, Brooklyn, N. Y.

VALPEY CLASSICAL PRIZE

Roger Vaughan Pugh, Jr., Worcester

ROBERT STEVENSON PRIZE

Charles Montgomery Gray, Urbana, Ill.

JOHN AIKEN PRIZE

Charles Montgomery Gray, Urbana, Ill.

CARL SCHURZ PRIZE

Fred Adelman, Lawrence

FREDERIC HOLKINS TAYLOR PRIZES

1. John Wheelock Freeman, Riverdale-on-Hudson, N. Y.

2. Giles Constable, Cambridge

HAYDEN PRIZE

Norman Marshal Glazer, Winthrop

PHILLIPS ACADEMY

CONVERS PRIZES

1. Richard Mather Lincoln, Ann Arbor, Mich.
2. Geoffrey Douglas Bush, Cambridge

EATON PRIZE

Clyde Andrew Selleck, Jr., Alexandria, Va.

MCCURDY PRIZES

1. John Dutton Conant Little, Andover
2. Robert Skinner Boyd, Scarsdale, N. Y.

RENSSELAER MEDAL

John Dutton Conant Little, Andover

JOHN REESE STEVENSON PRIZE

William Allen Prior, Troy, Pa.

WILLIAM S. WADSWORTH PRIZE

John Dutton Conant Little, Andover

DALTON PRIZE

1. Divided between:

Brian Owens, Kingston, New York

Dudley Bell Robinson, Jr., Litchfield, Conn.

OTHNIEL C. MARSH PRIZE

William Corson Mohler, South Euclid, Ohio

GEORGE LAUDER PRIZES

1. Walter Lawrence Landergan, Jr., Lawrence
2. William Gardner Blanding, West Barrington, R. I.

LLOYD W. SMITH PRIZE

Charles Montgomery Gray, Urbana, Ill.

PHILLIPS ACADEMY

CHARLES ELLIOTT PERKINS PRIZE

Charles Montgomery Gray, Urbana, Ill.

HAYMOND PRIZE

William Scovil Anderson, Watertown

MORSE PRIZE

Matthew Thomas Abruzzo, Jr., Brooklyn, N. Y.

THOMPSON PRIZE

Richard Winton Morrison, Pittsburgh, Pa.

ADDISON GALLERY ASSOCIATES PRIZE

Harold Bishop Reid, Jr., Bristol, Conn.

JOHN ESTHER GALLERY PRIZE

William Corson Mohler, South Euclid, Ohio

CHARLES CUTTER PRIZE

John Perry Eastham, Andover

FRANK VAN DER STUCKEN PRIZE

Robert James McCoubrie, Andover

PIANO PRIZES

No. 1. James Sands Darling, Hampton, Va.

No. 2. Anton Gysberti Hardy, Manchester, Vt.

ORCHESTRA PRIZE

John Perry Eastham, Andover

MUSIC PRIZE

Walter Lawrence Landergan, Jr., Lawrence

EDWARD PITKIN POYNTER PRIZE

Richard Prescott Starke, Durham, N. H.

PHILLIPS ACADEMY

NEW ENGLAND FEDERATION OF HARVARD CLUBS PRIZE

Jeff Corydon, III, Cranston, R. I.

PHILLIPIAN PRIZE

John Ginn Holbrook, Haverhill

PAUL REVERE PRIZES

1. Howard Penberthy Hayden, Santiago, Chile
2. Edward Forster Ingraham, Marblehead

CECIL K. BANCROFT PRIZE

Louis Frederic Kutscher, Jr., Milford, Conn.

JOHN ADAMS KINGSBURY, JR., PRIZE

Robert Charles Dean, Jr., Wellesley

BUTLER-THWING PRIZE

William Stopford, Andover

AURELIAN HONOR SOCIETY PRIZE

Harold Bishop Reid, Jr., Bristol, Conn.

CATLIN PRIZE

1. Divided between:

Geoffrey Douglas Bush, Cambridge
William Alan Christison, Andover

THE YALE BOWL

John Perry Eastham, Andover

IMPROVEMENT PRIZE

John Maxim Lee, Farmington, Conn.

FULLER PRIZE

William Scovil Anderson, Watertown, Conn.

THE BIERER PRIZE

William Corson Mohler, South Euclid, Ohio

PHILLIPS ACADEMY

HEADMASTER'S PRIZE

1. Divided between:

Cummings Chesney McCracken, Pittsfield
Howard Shattuck Reed, Dedham

FACULTY PRIZE

Charles Montgomery Gray, Urbana, Ill.

THE COMMONS PRIZE

Robert Pomeroy Weis, Lancaster

Divided among: JOHN P. HOPKINS PRIZE

William Scovil Anderson, Watertown
Loring Eugene Batchelder, Andover
Irving Gladwin Bouton, Tenaflly, N. J.
Donald Kenzie Cameron, Jr., Andover
Richard Edwin Dake, Andover
Robert Look Dea, Andover
Charles Montgomery Gray, Urbana, Ill.
George Robert Henderson, Ballardvale
Richard Ward Kimball, Andover
Richard Harris Lawrence, Jr., Fitchburg
Paul Alexander Marier, Andover
Scott Ilsley Paradise, Andover
Robert Averal Rosenthal, Waterville, Maine
Roger Blaine Salomon, Little Compton, R. I.
Norman Franklin Thompson, Jr., Fall River

SULLIVAN PRIZES

Senior: Donald Wallace Ericson, St. Charles, Ill.
Upper Middler: Robert Charles Dean, Jr., Wellesley
Lower Middler: Jeff Corydon, III, Cranston, R. I.
Junior: Michael Suisman, Hartford, Conn.

PHILLIPS ACADEMY

DE LONG SCHOLARSHIPS

Edward Jackson Hawkins, Jr., Walpole
Howard King Thompson, Jr., Brookline

RALPH TIPTON DAVIS MEMORIAL SCHOLARSHIP

William Corson Mohler, South Euclid, Ohio

HARVARD-ANDOVER SCHOLARSHIP

Charles Montgomery Gray, Urbana, Ill.

ANDOVER-HARVARD SCHOLARSHIP

Geoffrey Douglas Bush, Cambridge

SMITH LEWIS MULTER, JR., MEMORIAL SCHOLARSHIP

Roland Ralph Algrant, West Cornwall, Conn.

CHARLES C. CLOUGH MEMORIAL SCHOLARSHIP

Myles Wotton Chute, Melrose

WILLIAM THOMPSON REED SCHOLARSHIP

Lawrence Allan Carlsmith, Baton Rouge, La.

ROBERT HENRY COLEMAN MEMORIAL SCHOLARSHIP

Daniel Parker Wise, Beverly Farms

GEORGE WEBSTER OTIS SCHOLARSHIP

Roland Frank Wille, New Rochelle, N. Y.

GEORGE XAVIER McLANAHAN MEMORIAL FUND

Divided between:

Frank Sidney Jones, Greensboro, N. C.
Clyde Andrew Selleck, Jr., Alexandria, Va.

GORDON FERGUSON ALLEN MEMORIAL SCHOLARSHIP

Robert Fulton Barnett, Jr., Crafton, Pa.

PHILLIPS ACADEMY

THE REVEREND WILLIAM HENRY AND ELLEN CARY HASKELL
SCHOLARSHIP

William Burton Henry, Baltimore, Maryland

SCHUYLER BUSSING SERVISS MEMORIAL

Richard Woodward Hulbert, Somerville

ALFRED HOWLETT DURSTON SCHOLARSHIP

Jeff Corydon, III, Cranston, R. I.

SOCIETY OF INQUIRY SCHOLARSHIPS

Fred Adelman, Lawrence

Marshall Strong Foxwell, Camden, Maine

AUGUSTUS PORTER THOMPSON SCHOLARSHIP

Giles Constable, Cambridge

ALAN FOX SCHOLARSHIP

Scott Ilsley Paradise, Andover

SPECIAL MENTION FOR DISTINGUISHED SCHOLAR-
SHIP DURING THE SENIOR YEAR

1944-1945

ART

Harold Bishop Reid, Jr.

BIOLOGY

William Corson Mohler

CHEMISTRY

Brewster Conant

Robert Charles Dean, Jr.

William Corson Mohler

Brian Owens

Dudley Bell Robinson, Jr.

Leonard William Volk, 2d

PHILLIPS ACADEMY

ENGLISH

Robert Skinner Boyd	Charles Montgomery Gray
John Sawyer Duff	Brian Owens
Frederic Rockwell Gladstone Sanborn	

FRENCH

William Scovil Anderson	Robert Skinner Boyd
Willard Everett	

GERMAN

Gordon Howard Cless	Charles Montgomery Gray
Lee Stuart Pyles	

GREEK

William Scovil Anderson

HISTORY

Robert Skinner Boyd	Edward Jackson Hawkins, Jr.
John Perry Eastham	John Dutton Conant Little
Charles Montgomery Gray	Brian Owens

LATIN

William Scovil Anderson

MATHEMATICS

Irving Gladwin Bouton	Brian Owens
Robert Skinner Boyd	Dudley Bell Robinson, Jr.
Richard Morse Chapin	David Jewell Space
John Perry Eastham	Robert William Terry
Francis Brock Fuller	Howard King Thompson, Jr.
John Dutton Conant Little	Paul Edward Fitch Thurlow
Marvin Lee Minsky	Leonard William Volk, 2d
William Corson Mohler	Stephen Fosdick Wilder

PHYSICS

Francis Brock Fuller	William Alan Prior
Edward Jackson Hawkins, Jr.	William Lawrence Saltonstall
John Dutton Conant Little	Frederic Rockwell Gladstone Sanborn

SPANISH

George DuRelle Dulaney	Richard Pease Leavitt
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CUM LAUDE SOCIETY

This society aims to bestow that recognition upon high scholarship in the preparatory schools which the Phi Beta Kappa Society gives to it in the colleges. A scholastic average of 81% is required for election.

These members of the class of 1945 were elected to membership in the *Cum Laude* Society on the basis of their superior scholarship in all subjects for their Senior year.

William Scovil Anderson	Carleton Lee Garland, Jr.
Loring Eugene Batchelder	Charles Montgomery Gray
Irving Wayland Bonbright, 3d	Edward Jackson Hawkins, Jr.
Irving Gladwin Bouton	Charles Andrew Kaiser
Robert Skinner Boyd	John Dutton Conant Little
James Ferguson Burns, 3d	William Corson Mohler
Gordon Howard Cless	Roger Newhall, Jr.
Brewster Conant	Brian Owens
Archibald Cary Coolidge, Jr.	King Woodward Pfeiffer
Robert Charles Dean, Jr.	William Allen Prior
John Sawyer Duff	Lee Stuart Pyles
George Du Relle Dulaney	Howard Shattuck Reed
John Perry Eastham	Howard King Thompson, Jr.
Kenneth Norman Eisler	Michael Sewell Thompson
Francis Brock Fuller	Paul Edward Fitch Thurlow
Leonard William Volk, 2d	

PHILLIPS ACADEMY

SCHOLARSHIP HONORS 1944-1945

HONORS OF THE FIRST GRADE

Awarded to those who have an average of 86 and no grade lower than 70.

SENIORS

W. S. Anderson	3 terms	C. M. Gray	3 terms
L. E. Batchelder	1 term	E. J. Hawkins	2 terms
I. W. Bonbright, 3d	2 terms	C. A. Kaiser	1 term
R. S. Boyd	3 terms	J. D. C. Little	3 terms
R. C. Dean	1 term	W. C. Mohler	1 term
J. P. Eastham	2 terms	B. Owens	3 terms
F. B. Fuller	2 terms	L. S. Pyles	1 term
L. W. Volk		1 term	

UPPER MIDDLE

R. F. Barnett	1 term	J. Corydon	3 terms
G. D. Bush	3 terms	M. S. Foxwell	1 term
W. A. Christison	3 terms	I. duP. May	1 term
G. Constable	2 terms	D. R. Walker	1 term

LOWER MIDDLE

W. M. Greene	1 term	R. W. Hulbert	2 terms
R. A. Henry	1 term	A. M. Schulte	2 terms
R. F. Wille		3 terms	

JUNIORS

F. Adelman	1 term	J. B. Forbes	1 term
F. W. Bradley	1 term	W. B. Henry	2 terms
J. A. K. Davis	2 terms	W. Stopford	1 term
D. P. Wise		2 terms	

PHILLIPS ACADEMY

HONORS OF THE SECOND GRADE

Awarded to those who have an average of 81 and no grade lower than 65.

SENIORS

L. E. Batchelder	2 terms	E. J. Hawkins, Jr.	1 term
D. R. Baty	1 term	M. E. Heard, Jr.	1 term
I. W. Bonbright, 3d	1 term	C. A. Kaiser	1 term
I. G. Bouton	2 terms	H. J. Kingsburg	1 term
J. F. Burns, 3d	2 terms	C. C. McCracken	1 term
D. S. Caulkins	1 term	M. L. Minsky	1 term
G. H. Cless	2 terms	W. C. Mohler	2 terms
B. Conant	2 terms	R. Newhall	2 terms
A. C. Coolidge, Jr.	3 terms	K. W. Pfeiffer	3 terms
R. C. Dean, Jr.	2 terms	W. A. Prior	3 terms
J. S. Duff	2 terms	L. S. Pyles	2 terms
G. D. Dulaney	2 terms	H. S. Reed	2 terms
J. P. Eastham	1 term	D. B. Robinson, Jr.	3 terms
K. N. Eisler	3 terms	J. B. Snook	1 term
W. Everett	2 terms	H.K. Thompson, Jr.	3 terms
R. A. Ferrand	1 term	M. S. Thompson	2 terms
F. B. Fuller	1 term	P.E.F. Thurlow	3 terms
C. L. Garland, Jr.	3 terms	L. W. Volk, 2d	2 terms
R. L. Welch	1 term		

UPPER MIDDLE

M. T. Abruzzo	1 term	O. Haskell	1 term
W. M. Aikman	3 terms	H. W. Hilgers	1 term
R. R. Algrant	1 term	W. L. Landergan, Jr.	2 terms
J. C. Altrocchi	3 terms	D. M. Landis	1 term
L. C. Bancroft	2 terms	R. M. Lincoln	3 terms
R. F. Barnett, Jr.	2 terms	B. D. McCurdy	1 term
D. L. M. Blackmer	2 terms	D. E. McDonough	2 terms

PHILLIPS ACADEMY

W. G. Blanding	2 terms	D. F. McLain	2 terms
C. A. Blood	1 term	I. duP. May	1 term
K. D. Borg	2 terms	R. B. Salomon	2 terms
L. A. Carlsmith	3 terms	A. P. Schmidt	2 terms
G. Constable	1 term	B. H. Stevens	3 terms
F. W. Doyle, Jr.	1 term	F. W. Terman	1 term
J. H. Ferguson	2 terms	D. R. Walker	2 terms
M. S. Foxwell	2 terms	C. W. Wilder	1 term

LOWER MIDDLE

H. R. Arnold, Jr.	3 terms	M. I. Levine	2 terms
E. H. Cass	3 terms	E. J. Ottenheimer, Jr.	1 term
L. G. Day	1 term	J. M. Rudkin	1 term
C. V. Greenburg	2 terms	A. M. Schulte	1 term
W. M. Greene	1 term	M. Suisman	3 term
L. H. Gonzalez	2 terms	N. F. Thompson	2 terms
D. C. Harshman	2 terms	M. D. Winer	3 terms
R. A. Henry	1 term	T. H. Wyman	2 terms
R. W. Hulbert	1 term	E. D. Yost	2 terms

JUNIORS

F. Adelman	1 term	W. B. Henry	1 term
F. W. Bradley	2 terms	J. B. Lanes	1 term
C. A. Coon	3 terms	P. H. Miller	2 terms
R. S. Coulson	2 terms	E. L. O'Connor	2 terms
J. E. Cowley	3 terms	A. F. Sawyer, Jr.	1 term
J. A. K. Davis	1 term	A. G. Schwartz	2 terms
D. B. Dearborn, 2d	1 term	C. A. Selleck, Jr.	3 terms
J. P. Flemming	1 term	W. Stopford	2 terms
J. B. Forbes	1 term	C. R. Treuhold	2 terms
G. R. Henderson	1 term	D. P. Wise	1 term

PHILLIPS ACADEMY

STUDENTS 1945-1946

STUDENT COUNCIL

Seniors

Daniel Ogren Anderson
Oliver John Anderson
Myles Wotton Chute
Peter John Harrison
Richard Reilly Hudner
Joel Peter Martin Nixon
Henry Lawrence Ross, Jr.

Upper Middlers

David Paul Adams
Henry Clarkson Scott
Michael Suisman

Lower Middlers

Richard Ayer Kimball
John Henry Smith

SENIORS

(Names marked with an asterisk are those of students eligible for graduation February 22, 1946, under the War Program.)

Abel, John MacDonald
Abruzzo, Matthew Thomas, Jr.
Aikman, Walter Monteith
Algrant, Roland Ralph
Altrocchi, John Cooley
Anderson, Arvid Julius, Jr.
Anderson, Daniel Ogren
Anderson, Oliver John
Appel, George Frederick Baer, Jr.
Asbury, Arthur Knight
Babson, George Jay, 3d
Ballou, Donald Kent

Tacoma, Wash.
Brooklyn, N. Y.
Cazenovia, N. Y.
West Cornwall, Conn.
Berkeley, Calif.
Naugatuck, Conn.
Jamestown, N. Y.
Sewickley, Pa.
Wynnewood, Pa.
Cincinnati, Ohio
Washington, D. C.
Newton Centre

PHILLIPS ACADEMY

Bancroft, Lewis Clinton	<i>Boothbay, Maine</i>
Barnes, Louis Byington	<i>St. Paul, Minn.</i>
Barnett, Robert Fulton, Jr.	<i>Crafton, Pa.</i>
*Barss, Lawrence Whitcomb	<i>Andover</i>
Barton, Bernard Douglas	<i>Foxboro</i>
Becker, Max, Jr.	<i>Buffalo, N. Y.</i>
Begien, Martin	<i>Cambridge</i>
†Bell, John Gordon, Jr.	<i>Rye, N. Y.</i>
Bernardin, Alcide Eugene	<i>Andover</i>
*Black, Charles Frederick, Jr.	<i>Burlington, Vt.</i>
*Blanding, William Gardner	<i>West Barrington, R. I.</i>
Blood, Charles Arthur	<i>Swampscott</i>
Borg, Kenneth Dana	<i>Scarsdale, N. Y.</i>
Bradford, Lindsay, Jr.	<i>New York, N. Y.</i>
Brill, Michael	<i>Hewlett, L. I., N. Y.</i>
Brydon, James Walter	<i>Mexico City, Mexico</i>
Budge, Hamilton Whithed	<i>Palo Alto, Calif. .</i>
Bush, Geoffrey Douglas	<i>Cambridge</i>
Carlsmith, Lawrence Allan	<i>Baton Rouge, La.</i>
Carter, Richard Eliot	<i>Nashua, N. H.</i>
Chalos, Henri	<i>Beirut, Lebanon, Syria</i>
*Chandler, Otis	<i>Sierra Madre, Calif.</i>
Cherry, Jay Leonard	<i>Swampscott</i>
Chrisman, Channing Burke	<i>Scottsdale, Ariz.</i>
Christison, William Alan	<i>Andover</i>
Chute, Myles Wotton	<i>Melrose</i>
Cieszynski, Henry Venard	<i>New Britain, Conn.</i>
Cohen, Arnold Jay	<i>Swampscott</i>
Collier, Gilman Frederick	<i>New York, N. Y.</i>
Colton, Dudley Teepell, Jr.	<i>Martinsville, N. J.</i>
Constable, Giles	<i>Cambridge</i>
Corydon, Jeff, 3d	<i>Cranston, R. I.</i>
Creelman, William Allen, Jr.	<i>Manhasset, L. I., N. Y.</i>
Crichton, Edward Bailey	<i>Pembroke, Bermuda</i>
Crosby, Clifton Dwinneil	<i>Alexandria, Va.</i>
Currier, William Albrecht	<i>Wenham</i>
Curtis, Elliot	<i>Brookline</i>
Dahling, William DuPont	<i>Grosse Pointe, Mich.</i>

†Eligible for graduation December, 1945

PHILLIPS ACADEMY

Dale, James van Hamm	<i>Cincinnati, Ohio</i>
Darling, James Sands, 3d	<i>Hampton, Va.</i>
Dawson, John Ellsworth	<i>Pittsfield</i>
De Priest, Oscar Stanton, 3d	<i>Chicago, Ill.</i>
Donald, James Cleveland	<i>Baker, Ore.</i>
Donovan, Edward Joseph, Jr.	<i>New York, N. Y.</i>
Doyle, Fred Wendell, Jr.	<i>Andover</i>
Dupree, John Charles	<i>Greenwich, Conn.</i>
Dwyer, John Dennis	<i>Medford</i>
Dysart, Samuel Clayton, Jr.	<i>Havana, Cuba</i>
Estabrook, Dean Rolland	<i>Saugus</i>
Falls, Norton Horr	<i>Maplewood, N. J.</i>
Ferguson, Jerome Howard, Jr.	<i>Shreveport, La.</i>
Fisher, Paul Kingsbury, Jr.	<i>Mt. Kisco, N. Y.</i>
Fisher, Stephen Hayner	<i>Long Island City, N. Y.</i>
Fitzsimmons, Lloyd Donald, Jr.	<i>New Orleans, La.</i>
Flues, Anderson Gilmore	<i>Fremont, Ohio</i>
Foxwell, Marshall Strong	<i>Camden, Maine</i>
Freeman, John Wheelock	<i>New York, N. Y.</i>
Freeman, Robert Burns, Jr.	<i>Highland Park, Ill.</i>
Friday, John Ernest, Jr.	<i>Pittsburgh, Pa.</i>
Fullerton, Richard Gordon	<i>Boston</i>
Gallagher, Arthur Connell	<i>Colorado Springs, Colo.</i>
*Godridge, Robert Walsh	<i>New Rochelle, N. Y.</i>
Goldsmith, Herbert August, Jr.	<i>Portland, Ore.</i>
*Gordon, Edward Alexander	<i>Andover</i>
Graves, Eugene Chadbourne	<i>Andover</i>
Graw, George Killorin	<i>Wakefield</i>
Griffiths, Kenneth Frank	<i>Larchmont, N. Y.</i>
†Gruner, Otto Harry, 3d	<i>Hewlett, L. I., N. Y.</i>
Hall, Harry Alfonso, 3d	<i>Melrose</i>
Hardwick, Charles Arthur	<i>Gwynedd Valley, Pa.</i>
Harlow, Edwin Strong	<i>Medfield</i>
Harrington, Frank Leighton, Jr.	<i>Worcester</i>
Harrison, Peter John	<i>Greenwich, Conn.</i>
Haskell, Owen	<i>Yarmouth, Maine</i>
Heard, Cyrus Ramsey	<i>Sewickley, Pa.</i>
Heely, Leroy Patterson	<i>Plainfield, N. J.</i>
Higbie, Laurence B.	<i>Grosse Pointe, Mich.</i>
Hilgers, Henry William	<i>Binghamton, N. Y.</i>

†Eligible for graduation December, 1945

PHILLIPS ACADEMY

Hord, Stephen Young, Jr.	<i>Lake Forest, Ill.</i>
Hubbard, Ford, Jr.	<i>Houston, Texas</i>
*Hudner, Richard Reilly	<i>Fall River</i>
Hull, Charles Cornelius, 3d	<i>Brooklyn, N. Y.</i>
Jackson, Alexander	<i>Chestnut Hill</i>
Johnson, Harvey LaSalle	<i>New Haven, Conn.</i>
Johnson, Howard Bateman	<i>Johannesburg, South Africa</i>
Jones, David Llewellyn	<i>Reading</i>
Jones, Edward Sprague	<i>Oyster Bay, L. I., N. Y.</i>
Jones, Frank Sidney	<i>Greensboro, N. C.</i>
Jordan, Edwin Churchill	<i>Worcester</i>
Kerrigan, Anthony Gunning	<i>Katonah, N. Y.</i>
Kimball, Richard Ward	<i>Andover</i>
Kittleman, Edmund Taylor	<i>Greenville, Miss.</i>
Koch, John Gordon	<i>Haverhill, N. H.</i>
*Kurtz, James Biggs	<i>Grand Junction, Colo.</i>
Landerган, Walter Lawrence, Jr.	<i>Lawrence</i>
Landis, Donald Mark	<i>Elizabeth, N. J.</i>
Lanes, Alfred Sheldon	<i>Waban</i>
Lawrence, Richard Harris, Jr.	<i>Fitchburg</i>
Lazo, Donald Minshall	<i>Havana, Cuba</i>
Levin, Marvin Roye	<i>Brookline</i>
Levinson, Ronald Oliver	<i>Orono, Maine</i>
Levitan, Harold Lee	<i>Newton Centre</i>
Lincoln, Richard Mather	<i>Ann Arbor, Mich.</i>
Lunt, Dudley Cammett, Jr.	<i>Wilmington, Del.</i>
McCleary, Oren Campbell	<i>Knoxville, Tenn.</i>
McCurdy, Bruce David	<i>Oakland, Maine</i>
McDonough, Donald Eugene	<i>Philadelphia, Pa.</i>
McLain, David Francis	<i>Warren, Ohio</i>
McLanahan, Duer, Jr.	<i>Washington, D. C.</i>
McLean, Kenneth Legg	<i>Weymouth</i>
Macomber, John DeWitt	<i>Rochester, N. Y.</i>
Mannon, Edward McCutchen	<i>Glen Cove, L. I., N. Y.</i>
Marier, Paul Alexander	<i>Andover</i>
Marvin, Bradford	<i>West Newton</i>
Mastrangelo, Edward Ferdinand	<i>Fitchburg</i>
Mastrangelo, Ferdinand Ralph	<i>Lunenburg</i>
Maxwell, Dennis Gray, 3d	<i>Westport, Conn.</i>
May, Irénée duPont	<i>Wilmington, Del.</i>

PHILLIPS ACADEMY

Meeks, George Nelson	<i>Vancouver, B. C., Canada</i>
Mellor, James Norman	<i>Great Neck, L. I., N. Y.</i>
Merchant, Robert Conway	<i>Andover</i>
Monetti, Robert Earl	<i>Port Washington, L. I., N. Y.</i>
Morey, Richard Francis, Jr.	<i>Abington</i>
Morrison, Richard Winton	<i>Pittsburgh, Pa.</i>
Morse, James Harvey-Lander	<i>Hamden, Conn.</i>
Moses, Richard Cantrell	<i>Pittsburgh, Pa.</i>
Murphy, Arthur Edward	<i>Jersey City, N. J.</i>
Myers, Richard Robinson	<i>Madison, N. J.</i>
Neuhoff, Roger Alan	<i>Great Neck, L. I., N. Y.</i>
Nixon, Joel Peter Martin	<i>New York, N. Y.</i>
Nourse, Norman Crawford, Jr.	<i>Balboa, Calif.</i>
Nutt, Charles Lee, 3d	<i>Garden City, L. I., N. Y.</i>
O'Connor, Jay Paul	<i>Andover</i>
Oliphant, Charles Theodore, Jr.	<i>Honolulu, T. H.</i>
Oudin, Charles Folger, Jr.	<i>Cooperstown, N. Y.</i>
Packard, Merlin Wadsworth	<i>East Walpole</i>
Page, Daniel Gibson	<i>Tulsa, Okla.</i>
Papen, Francis Crandon	<i>Brookline</i>
Paradise, Robert Campbell, Jr.	<i>Darien, Conn.</i>
Paradise, Scott Ilsley	<i>Andover</i>
Parker, Howard Bruce, Jr.	<i>Belmont</i>
Peacock, Peter Amerman	<i>New York, N. Y.</i>
Pelham, George Frederic, 3d	<i>New York, N. Y.</i>
Perry, Charles Austin	<i>White Plains, N. Y.</i>
Pettit, David Page	<i>Warrenton, Va.</i>
Phelps, Richard Jones	<i>Watertown</i>
*Pollard, William Appleby	<i>Wellesley Hills</i>
Pomeroy, Walter Saunders, Jr.	<i>Worcester</i>
Pratt, Waldo Elliott, 3d	<i>Wellesley Hills</i>
Prentiss, Richard Joseph, Jr.	<i>Hewlett, L. I., N. Y.</i>
Pugh, Roger Vaughan, Jr.	<i>Worcester</i>
Putnam, Earle Westgate	<i>Concord</i>
Quaintance, Richard Edgecombe, Jr.	<i>Katonah, N. Y.</i>
Quinby, Congreve Hamilton	<i>Durham, N. H.</i>
Quirk, David Joseph, Jr.	<i>Watertown</i>
Reiner, Peter Christian	<i>Loudonville, N. Y.</i>
Rentschler, Henry Adam	<i>Hamilton, Ohio</i>

PHILLIPS ACADEMY

Rentschler, James Peter	<i>Hamilton, Ohio</i>
Richardson, Charles Stuart West	<i>Hillsboro, Ore.</i>
Richardson, Peter Bowen	<i>Woodstock, Conn.</i>
Rogers, Jonathan Woodruff	<i>Orange, Conn.</i>
Roome, William Journeay, 2d	<i>Greenwich, Conn.</i>
Rosenthal, Robert Averal	<i>Waterville, Maine</i>
Ross, Henry Lawrence, Jr.	<i>New Haven, Conn.</i>
Rublee, Clair Deforest, Jr.	<i>Newport, Vt.</i>
Salomon, Roger Blaine	<i>Little Compton, R. I.</i>
*Sanford, Thomas Michael	<i>Portland, Ore.</i>
Schellens, Peter Louis	<i>New York, N. Y.</i>
Schiffer, Stephen George	<i>Kew Gardens, L. I., N. Y.</i>
Schmidt, Arnold Philip	<i>Rutherford, N. J.</i>
Sexton, John Joseph, Jr.	<i>Arlington</i>
*Sharpe, John McDowell, Jr.	<i>Chambersburg, Pa.</i>
Shaw, Douglas Graeme	<i>Norwalk, Conn.</i>
Sperry, Corydon Stillman	<i>Middlebury, Conn.</i>
Stafford, Robert Kent	<i>Swampscott</i>
Stenberg, Carl Edward	<i>Everett</i>
Stevens, Benjamin Hazard	<i>South Plainfield, N. J.</i>
Stoltmann, Henry Francis	<i>Meriden, Conn.</i>
Stone, Sidney J., Jr.	<i>South Euclid, Ohio</i>
Stull, Robert Reid, Jr.	<i>Coshocton, Ohio</i>
Sutherland, Rufus Righter, Jr.	<i>Albany, N. Y.</i>
Sweet, Philip Whitford Kirkland, Jr.	<i>New Rochelle, N. Y.</i>
Tait, John Douglas	<i>Janesville, Wis.</i>
*Tarbox, Ronald Loring, Jr.	<i>Quincy</i>
Tavares, Gustavo Arturo	<i>Ciudad Trujillo, Dominican Republic</i>
Taylor, Ian Guy	<i>Hertfordshire, England</i>
Thaw, David Martin	<i>New York, N. Y.</i>
Thomas, Charles Louis, Jr.	<i>Cincinnati, Ohio</i>
*Thomas, Frederic Chichester, Jr.	<i>Bedford Village, N. Y.</i>
Thomes, Russell Franklin, Jr.	<i>Darien, Conn.</i>
Thompson, Norman Franklin, Jr.	<i>Fall River</i>
Upjohn, Harold Lawrence	<i>Kalamazoo, Mich.</i>
Van Cleve, William Moore	<i>Moberly, Mo.</i>
Vincent, George Kenneth	<i>New York, N. Y.</i>
Vroman, Barent Sloane, Jr.	<i>Portland, Maine</i>
Waddell, James Graham	<i>Metuchen, N. J.</i>

PHILLIPS ACADEMY

Walker, Donald Russell	<i>Reading</i>
Webber, Abraham Charles, Jr.	<i>Chestnut Hill</i>
Weeghman, Richard Baehler	<i>Darien, Conn.</i>
Weis, Robert Pomeroy	<i>Lancaster</i>
West, Stephen Kingsbury	<i>Pittsfield</i>
Wexler, Robert Hopper	<i>Leominster</i>
Wheeler, John Randolph, Jr.	<i>West Mystic, Conn.</i>
*Whitney, John Kimball	<i>Wayzata, Minn.</i>
Wight, Ira Edward, 3d	<i>Washington, D. C.</i>
Wilde, Edward Andrew, Jr.	<i>Glen Rock, N. J.</i>
Wilder, Charles Willoughby	<i>Brunswick, Maine</i>
Wilkinson, John, 3d	<i>Syracuse, N. Y.</i>
Will, Samuel Frederic, Jr.	<i>Urbana, Ill.</i>
Williams, Wayne Paul	<i>Scranton, Pa.</i>
Williams, Wentworth, Jr.	<i>Groton</i>
Winton, David Michael	<i>Wayzata, Minn.</i>

Seniors—224

UPPER MIDLERS

Adams, David Paul	<i>Essex Fells, N. J.</i>
Adelman, Fred	<i>Lawrence</i>
Aikens, Charles Thomas, 2d	<i>State College, Pa.</i>
Allegaert, Winthrop John	<i>Newton Centre</i>
Anderson, Wallace Witmer, Jr.	<i>Portland, Maine</i>
Arnold, Henry Rogers, Jr.	<i>Cincinnati, Ohio</i>
Atkinson, Robert Holt	<i>Winchester</i>
Baggott, King Bradford	<i>Los Angeles, Calif.</i>
Bahr, Frederick Griffith	<i>Detroit, Mich.</i>
Barnes, Samuel Elder	<i>Mansfield</i>
Barrett, Joseph Russell, Jr.	<i>Chappaqua, N. Y.</i>
Beals, Burton Lane	<i>Cooperstown, N. Y.</i>
Blackburn, Alexander Lambert	<i>Durham, N. C.</i>
Blackmer, Donald Laurence Morton	<i>Andover</i>
Blair, Richard Mitchell	<i>Warren, Pa.</i>
Bloom, John Carlton	<i>Weston</i>
Bogan, Stephen Cornell	<i>Hamden, Conn.</i>
Boyce, James Edward	<i>Andover</i>
Bradley, Charles Edward, 3d	<i>Lawrence</i>
Briggin, Herbert Stanley	<i>Larchmont, N. Y.</i>

PHILLIPS ACADEMY

Brinsmade, Richard Sutphin	<i>New Haven, Conn.</i>
Brockie, Arthur Howell, 2d	<i>Englewood, N. J.</i>
Brooks, Robert Wright	<i>Hinsdale, Ill.</i>
Brown, Warren Archibald Hoadley	<i>Devonshire, Bermuda</i>
Brush, Craig Balcombe	<i>New York, N. Y.</i>
Burgess, Arthur Ellery, Jr.	<i>Shrewsbury</i>
Calhoun, Thomas Bartling	<i>New York, N. Y.</i>
Calnan, Alan Stanford	<i>Duluth, Minn.</i>
Cantwell, Samuel Henderson	<i>New York, N. Y.</i>
Caplan, Carl Gerald	<i>Methuen</i>
Carleton, Nathaniel Phillips	<i>Arlington, Va.</i>
Carter, Edward Carlos, 2d	<i>Rochester, N. Y.</i>
Carus, Edward Hegeler, Jr.	<i>LaSalle, Ill.</i>
Cass, Edward Henry	<i>Gater Mills, Ohio</i>
Chapin, Neil, Jr.	<i>Longmeadow</i>
Christie, Philip	<i>Andover</i>
Clark, Byron John	<i>Harrison, N. Y.</i>
Clayton, John Gardner	<i>Chelmsford</i>
Clement, Stephen Preston, Jr.	<i>Sarasota, Fla.</i>
Clifford, Stewart Burnett	<i>Weston</i>
Coates, Winslow Shelby, Jr.	<i>Bayville, L. I., N. Y.</i>
Cochran, John Albert	<i>Sheffield, Pa.</i>
Collins, John Joseph, Jr.	<i>Wellesley Hills</i>
Conzelman, Peter Smith	<i>Barre, Vt.</i>
Cowley, John Elbert	<i>Clairton, Pa.</i>
Cronin, John Drummond	<i>Andover</i>
Crowe, Arthur Samuel, Jr.	<i>Greenwood</i>
Cunningham, Donald Eugene	<i>East Providence, R. I.</i>
Curbelo, Pablo Guillermo, Jr.	<i>Santurce, Puerto Rico</i>
Curtis, John Howard	<i>West Bridgewater</i>
Dacey, Daniel Paul, Jr.	<i>Haverhill</i>
Dakin, Richard Lansing	<i>San Francisco, Calif.</i>
Davenport, Henry Bonnell	<i>Riverside, Conn.</i>
Davis, William Evans	<i>Denver, Colo.</i>
Day, Lee Garnett, Jr.	<i>West Cornwall, Conn.</i>
Dearborn, Robert Norman	<i>Reading</i>
Drury, Ralph Reinholt	<i>Youngstown, Ohio</i>
Duffy, James Eugene, 3d	<i>Bay City, Mich.</i>
Dulin, Robert Stimson	<i>Pasadena, Calif.</i>
Edge, Loyall Howard	<i>Ventnor, N. J.</i>

PHILLIPS ACADEMY

Ehrlich, Moses Gordon	<i>Springfield</i>
Engstrom, William Roy	<i>Newtonville</i>
Farrington, Brendan John	<i>Lowell</i>
Fenn, William Henry	<i>Mt. Cuba, Del.</i>
Flickinger, Haviland	<i>Brooklyn, N. Y.</i>
Forrest, Augustus Kane, Jr.	<i>Randolph</i>
Forrestal, Peter Ogden	<i>Washington, D. C.</i>
Fortmiller, Frederick Vincent	<i>Auburndale</i>
Freedman, Jerome Kenneth	<i>New Haven, Conn.</i>
Gardner, Richmond	<i>New York, N. Y.</i>
Garner, Robert Wright	<i>New York, N. Y.</i>
Glazer, Norman Marshel	<i>Brookline</i>
González, Lohr Hershell	<i>San Juan, Puerto Rico</i>
Goodenow, Earle Albert, Jr.	<i>Oklahoma City, Okla.</i>
Goodhue, Stephen Van Rensselaer	<i>Hewlett, L. I., N. Y.</i>
Green, Thomas Dudley, Jr.	<i>West Hartford, Conn.</i>
Greenburg, Carl Victor	<i>Passaic, N. J.</i>
Greene, Warren Mortimer	<i>Binghamton, N. Y.</i>
Grinnell, John Howland	<i>Vancouver, B. C., Canada</i>
Gross, Louis Edwards	<i>Chicago, Ill.</i>
Hall, Graham	<i>Boston</i>
Hall, Joseph Bird	<i>Kansas City, Mo.</i>
Harshman, Donald Cory	<i>Englewood, N. J.</i>
Hart, Reeves Welch, Jr.	<i>Stamford, Conn.</i>
Heffernan, Raymond William	<i>Worcester</i>
Henderson, George Robert	<i>Ballardvale</i>
Henry, Richard Arthur	<i>New York, N. Y.</i>
Hershey, Donald Lloyd	<i>Lemoyne, Pa.</i>
Hood, Charles Harvey, 2d	<i>Cambridge</i>
Horne, Walter Sidney, Jr.	<i>East Williston, L. I., N. Y.</i>
Howell, Kimbark Warren Wentworth	<i>Waterford, Conn.</i>
Hughes, William Gordon, Jr.	<i>South Dartmouth</i>
Hulbert, Richard Woodward	<i>West Somerville</i>
Ingram, Frederic Bigelow	<i>Nashville, Tenn.</i>
Johnson, William Reid	<i>Durham, N. H.</i>
Johnston, Robert, 3d	<i>Cooperstown, N. Y.</i>
Johnstone, Jeremy Thurston	<i>Santa Barbara, Calif.</i>
Kaplan, Herbert Eliot	<i>Newton Centre</i>
Kelly, William Tolson, 3d	<i>Darien, Conn.</i>

PHILLIPS ACADEMY

Kiefer, Warren David	<i>Itasca, Ill.</i>
Knowles, Robert Courtland	<i>Providence, R. I.</i>
Koehler, Carl Julius, Jr.	<i>Clayton, Mo.</i>
Koehler, Peter Huber	<i>Portland, Ore.</i>
Kolsky, Leonard Sheldon	<i>Lawrence</i>
Kopperl, George Delano	<i>Short Hills, N. J.</i>
Kurzon, George Muldon, Jr.	<i>Uxbridge</i>
Lackey, Frank Danby, 3d	<i>Pelham Manor, N. Y.</i>
Lancaster, Alexander Pope, Jr.	<i>La Grange, Ill.</i>
Lasley, Robert Art	<i>Flemington, N. J.</i>
Levine, Miles Irwin	<i>New York, N. Y.</i>
Lovekin, Arthur Adams	<i>New York, N. Y.</i>
Lovekin, William Stevens	<i>New York, N. Y.</i>
McGill, Douglas Gould Brown	<i>New York, N. Y.</i>
MacKennan, Robert	<i>Poughkeepsie, N. Y.</i>
McLean, Albert Forbes, Jr.	<i>Egypt</i>
MacWilliams, John Joseph, Jr.	<i>Syracuse, N. Y.</i>
Margolis, James Marsh	<i>Newton Centre</i>
Marshall, St. Julien Ravenel, Jr.	<i>Washington, D. C.</i>
Martin, Warfield	<i>Baltimore, Md.</i>
Mason, Robert Cook	<i>Woonsocket, R. I.</i>
Mead, James Michael	<i>Erie, Pa.</i>
Mead, John Tenney	<i>Barrington, Ill.</i>
Meek, Dudley Holmes, Jr.	<i>Riverside, Conn.</i>
Milkman, Roger Dawson	<i>Scranton, Pa.</i>
Miller, Christopher Hampton	<i>Kansas City, Mo.</i>
Mitchell, Samuel Leslie, Jr.	<i>Flushing, L. I., N. Y.</i>
Mooney, Michael Macdonald	<i>Oyster Bay, L. I., N. Y.</i>
Moore, Allen Francis, 3d	<i>Ottawa, Ill.</i>
Mosle, Johann Ludwig, Jr.	<i>Galveston, Texas</i>
Mott, Seward Hamilton, Jr.	<i>Washington, D. C.</i>
Mulligan, Edward Bowman, 3d	<i>Dallas, Pa.</i>
Munroe, John Vinton, Jr.	<i>Cambridge</i>
Murphy, Roger Joseph	<i>Erie, Pa.</i>
Nathan, David Gordon	<i>Newton Centre</i>
Negrín Díaz, Francisco	<i>New York, N. Y.</i>
Northup, Walter Samuel	<i>North Quincy</i>
Norton, Raymond Francis	<i>Beverly</i>
Norton, Richard Allen	<i>Wellesley Hills</i>
Osborn, Charles Milton Shove	<i>Boston</i>

PHILLIPS ACADEMY

Ottenheimer, Edward Joseph, Jr.	<i>Windham, Conn.</i>
Owsley, David Thomas	<i>Dallas, Texas</i>
Page, Dudley Hathaway	<i>Cleveland Heights, Ohio</i>
Perdue, Doran Ellis	<i>Huntington, W. Va.</i>
Petersen, William, Jr.	<i>Wellesley Hills</i>
Pugh, William Robert	<i>Youngstown, Ohio</i>
Remis, Robert Eliot	<i>Swampscott</i>
Robinson, Frederick James	<i>Grosse Pointe Farms, Mich.</i>
Rosenau, William Walter	<i>New York, N. Y.</i>
Rowley, David Scott	<i>West Hartford, Conn.</i>
Rudkin, John Mark	<i>Norwalk, Conn.</i>
Saltsman, Charles Marsdon, Jr.	<i>Skaneateles, N. Y.</i>
Scholtz, Frederick Henry	<i>Riverside, Conn.</i>
Schulte, Anthony Martin	<i>New York, N. Y.</i>
Scott, Henry Clarkson	<i>East Hampton, L. I., N. Y.</i>
Sherrill, Leicester Haydon, Jr.	<i>Larchmont, N. Y.</i>
Silver, Robert Albert	<i>New Haven, Conn.</i>
Slifer, Harry Seger, Jr.	<i>Ann Arbor, Mich.</i>
Smith, Timothy Dean	<i>St. Albans, Vt.</i>
Smith, Winston Franklin	<i>Newton</i>
Stearns, Charles Waldron	<i>Atlanta, Ga.</i>
Stearns, Owen Philip	<i>North Conway, N. H.</i>
Steinbach, Bernard Alan	<i>Hamden, Conn.</i>
Steinberg, Robert Samuel	<i>Lawrence</i>
Steiner, Edward Morrow	<i>Los Angeles, Calif.</i>
Stockwell, James Irving	<i>Hamilton</i>
Stopford, William	<i>Andover</i>
Stowell, Samuel Curtis	<i>Larchmont, N. Y.</i>
Stuckey, William Louis, Jr.	<i>Charlotte, N. C.</i>
Suisman, Michael	<i>West Hartford, Conn.</i>
Summerall, Charles Pelot, 3d	<i>Washington, D. C.</i>
Talbot, Francis Story	<i>New York, N. Y.</i>
Taylor, Howard Canning, 3d	<i>New York, N. Y.</i>
Tebbens, Arthur Gerard	<i>Rockville Center, L. I., N. Y.</i>
Thompson, Frederic Christianson	<i>Chicago, Ill.</i>
Thompson, Frederick Gregg, 3d	<i>St. Joseph, Mo.</i>
Trowbridge, Alexander Buel, 3d	<i>New York, N. Y.</i>
Tucker, Robert Newbold	<i>Paget East, Bermuda</i>
Tyler, Victor Morris, 2d	<i>Woodbridge, Conn.</i>
Urnes, Peter John	<i>Michigan City, Ind.</i>

PHILLIPS ACADEMY

Varney, Bernard Louis	<i>New York, N. Y.</i>
Ward, John Frederic	<i>Rye, N. Y.</i>
Waring, Bayard David	<i>Melrose</i>
Warren, Richard Burwell	<i>Washington, D. C.</i>
Warren, Robert Hall, Jr.	<i>Rye, N. Y.</i>
Webster, Dean Kingman, 3d	<i>Andover</i>
Wheaton, Scott Rodgers	<i>Stroudsburg, Pa.</i>
Whitman, Courtenay Salisbury, 3d	<i>Maplewood, N. J.</i>
Wille, Roland Frank	<i>New Rochelle, N. Y.</i>
Winer, Michael David	<i>Brookline</i>
Winter, Thomas Wheatley	<i>Utica, N. Y.</i>
Wood, James Douglas	<i>Newtonville</i>
Wood, William Clark	<i>Greenwich, Conn.</i>
Woodbury, John Clark	<i>Worcester</i>
Works, John Wolcott	<i>Salem, Ohio</i>
Wyman, Thomas Hunt	<i>St. Louis, Mo.</i>
Yost, Edward DuRoss	<i>Lakewood, Ohio</i>
Young, Merrill Orne	<i>Manchester, N. H.</i>
Young, William Boyd	<i>Fort Knox, Ky.</i>

Upper Middlers—198

LOWER MIDLERS

Abson, Charles Meridith Ross	<i>Wilmington, Del.</i>
Anderson, Edward Blodgett	<i>Hamilton</i>
Armer, Anthony DePinna	<i>New York, N. Y.</i>
Aronson, Philip Stanley	<i>Newton</i>
Baldwin, Robert Ashworth	<i>Andover</i>
Baldwin, Robert Hamilton	<i>Chestnut Hill</i>
Barnes, Frederick Daniell	<i>Franklin, N. H.</i>
Batal, John Thomas, Jr.	<i>Andover</i>
Beede, Robert Jenks, Jr.	<i>Rehoboth</i>
Benson, Gilbert Thomas	<i>Portland, Ore.</i>
Berkstresser, Gordon Abbott, 3d	<i>Roanoke Rapids, N. C.</i>
Berry, Henry Newhall, 3d	<i>Swampscott</i>
Biederman, Edwin Williams, Jr.	<i>New York, N. Y.</i>
Bingham, George Holman	<i>Portland, Ore.</i>
Bishop, Robert Roberts, Jr.	<i>Brownsville, Vt.</i>
Blackwell, James Madison, 4th	<i>New York, N. Y.</i>
Blake, John Goodsell	<i>Izmir, Turkey</i>

PHILLIPS ACADEMY

Blank, Henry Millet, Jr.	<i>Short Hills, N. J.</i>
Blodget, Benjamin Bliss	<i>Bucksport, Maine</i>
Bomba, James Stanley	<i>Manhasset, L. I., N. Y.</i>
Booz, Donald Vastine, 2d	<i>Kankakee, Ill.</i>
Brace, Robert DeWitt	<i>Dover</i>
Bradley, Frank Wharton	<i>Houston, Texas</i>
Bradley, William Cloutier	<i>Lawrence</i>
Bramley, Edwin Leedham, Jr.	<i>Andover</i>
Bress, Allyn	<i>Norfolk, Va.</i>
Brewster, Donald Hays	<i>Birney, Mont.</i>
Bristol, Ralph Buffum, Jr.	<i>Glen Ridge, N. J.</i>
Brown, Harvey Templeton, Jr.	<i>Winnetka, Ill.</i>
Brown, John Freeman, Jr.	<i>Lakeport, N. H.</i>
Buckner, Philip Franklin	<i>Northboro</i>
Burns, Douglas Snow	<i>Boston</i>
Byrne, Joseph William, Jr.	<i>Andover</i>
Byrne, Ruckman Grier	<i>Pasadena, Calif.</i>
Callahan, Paul Anthony	<i>East Douglas</i>
Cameron, Donald Kenzie, Jr.	<i>Andover</i>
Campbell, Glendon Martin, Jr.	<i>Manhasset, L. I., N. Y.</i>
Carl, Charles Wingard, Jr.	<i>Scarsdale, N. Y.</i>
Carroll, James Joseph, Jr.	<i>Miami Beach, Fla.</i>
Cheney, Richard Cunningham	<i>Hamden, Conn.</i>
Clement, Gordon Emil	<i>Andover</i>
Clements, Charles Lane, Jr.	<i>Miami Beach, Fla.</i>
Coleman, Roger Jackson	<i>Nashua, N. H.</i>
Connick, Andrew Jackson	<i>New York, N. Y.</i>
Contas, Arthur Peter G.	<i>Chestnut Hill</i>
Coon, Charles Adams	<i>Boston</i>
Cornell, Paul Lincoln, Jr.	<i>Washington, Conn.</i>
Coulson, Richard Stewart	<i>New York, N. Y.</i>
Curry, Henry Edward	<i>Andover</i>
Davis, John Alsop King	<i>Tuxedo Park, N. Y.</i>
Davis, John Horman Powell	<i>Schenectady, N. Y.</i>
Dea, Robert Look	<i>Andover</i>
deAlmagro, Manuel	<i>Havana, Cuba</i>
Dearborn, David Bailey, 2d	<i>Small Point Beach, Maine</i>
Dempsey, Bourne Pope	<i>Cleveland, Ohio</i>
Dickson, Paul Abbott	<i>Bridgeport, Conn.</i>
Diefenbach, Robert Elmer	<i>Rye, N. Y.</i>

PHILLIPS ACADEMY

Dollar, John Paul	<i>Topeka, Kans.</i>
Dunlap, Harry Mac, Jr.	<i>Darien, Conn.</i>
Dyke, Freeman Huntington, Jr.	<i>Steubenville, Ohio</i>
Elias, Clifford Edward	<i>Lawrence</i>
Fenton, David White	<i>Watertown, Conn.</i>
Fine, John Burchard	<i>Southborough</i>
Flemming, Joseph Peter	<i>Pelham Manor, N. Y.</i>
Flynn, Harry Francis	<i>Edgartown</i>
Forbes, John Bruce	<i>Minneapolis, Minn.</i>
Foster, Glen Seward, 2d	<i>New York, N. Y.</i>
Freeman, William Goodell, Jr.	<i>Greenwich, Conn.</i>
Frohman, Louis Todd	<i>Bronxville, N. Y.</i>
Gander, Roderick MacLean	<i>Wilton, Conn.</i>
Ganem, Kenneth Joseph	<i>Haverhill</i>
Gilbert, Stephen Goltra	<i>Portland, Ore.</i>
Gordon, Robert Miller, Jr.	<i>Carnegie, Pa.</i>
Graff, Austin Brandt	<i>Camp Hill, Pa.</i>
Griffin, Robert Louis	<i>Lexington</i>
Griffith, Walter Stuhr	<i>Indianapolis, Ind.</i>
Grosz, Martin Oliver	<i>Douglaston, L. I., N. Y.</i>
Haenschen, Richard	<i>Norwalk, Conn.</i>
Hagerty, Sheward	<i>New York, N. Y.</i>
Hall, Lyle Gillis, Jr.	<i>Ridgway, Pa.</i>
Hardenbergh, Mark Henry	<i>Bronxville, N. Y.</i>
Harding, Robert Shaw Oliver	<i>Rumson, N. J.</i>
Hastings, Francis Murray	<i>Beverly Farms</i>
Hayes, Philip Schuyler	<i>Portland, Ore.</i>
Henderson, Thomas Briggs, Jr.	<i>Charlotte, N. C.</i>
Henry, William Burton	<i>Baltimore, Md.</i>
Heyl, Andrew McIntosh	<i>East Gloucester</i>
Horowitz, Alan Paul	<i>New York, N. Y.</i>
Hudson, Edward Francis, 3d	<i>Pelham Manor, N. Y.</i>
Hunt, Roger Browne	<i>Riverside, Conn.</i>
Hutchinson, William Mackay	<i>Portland, Ore.</i>
Hutt, Edward Charles William	<i>Pembroke, Bermuda</i>
Ingraham, Barton Lee	<i>Packanack Lake, N. J.</i>
Jaffer, Joseph Henry, Jr.	<i>New York, N. Y.</i>
Keeley, Arthur James	<i>Fairfield, Conn.</i>
Kennedy, Philip Houston	<i>Charlotte, N. C.</i>
Kimball, Charles Edmunds, 3d	<i>Greenwich, Conn.</i>

PHILLIPS ACADEMY

Kimball, Richard Ayer	<i>Swampscott</i>
Kimball, William Geoffrey, Jr.	<i>St. Louis, Mo.</i>
Kipka, Ross Albin	<i>Cleveland Heights, Ohio</i>
Kohler, Conrad Dings	<i>Kohler, Wis.</i>
Laidlaw, Angus MacPherson	<i>Harwich Centre</i>
Lanes, Jerrold Bayard	<i>Waban</i>
Lansill, Charles Wellington Burt	<i>Lexington, Ky.</i>
Latour, Leroy Tether	<i>Bronxville, N. Y.</i>
Lebet, David Pierre	<i>Haverhill</i>
Lee, Burton James, 3d	<i>Roslyn, L. I., N. Y.</i>
Lewis, Larry Dwight	<i>Longmeadow</i>
Lillard, John Stoll	<i>Cincinnati, Ohio</i>
Lindsay, Richard David	<i>Andover</i>
Lorant, Andrew	<i>Lenox</i>
Lunt, Gibson	<i>Rochester, N. Y.</i>
Lynch, Jonathan David	<i>Lawrence</i>
McCoubrie, Robert James, Jr.	<i>Andover</i>
McDonald, John Manderson, 3d	<i>Dubuque, Iowa</i>
McHugh, Paul Rodney	<i>Lawrence</i>
McKay, Hugh Deane, Jr.	<i>New York, N. Y.</i>
McLean, Roger Duncan	<i>Egypt</i>
Mackenzie, Donald Wright	<i>Treichlers, Pa.</i>
Macomber, William Bernard, Jr.	<i>Shaker Heights, Ohio</i>
Madden, John Edward, 3d	<i>Lexington, Ky.</i>
Martineau, James Phillip	<i>Oconto, Wis.</i>
Maslin, Charles Walter	<i>Port Chester, N. Y.</i>
Mason, James Larrence	<i>El Paso, Texas</i>
Mason, Richard Gordon	<i>Woonsocket, R. I.</i>
Merchant, William Seery	<i>Andover</i>
Meyer, Malcolm Holt	<i>Bethesda, Md.</i>
Michalovich, Myron	<i>Haverhill</i>
Miller, Paul Hotchkiss	<i>Meriden, Conn.</i>
Miner, William Whalley	<i>New London, Conn.</i>
Neuberg, William Birch	<i>Darien, Conn.</i>
Newton, Seth Wolcott	<i>Newton Centre</i>
O'Connor, Edward Leary	<i>Andover</i>
Ordeman, John Talbot	<i>Westport, Conn.</i>
O'Reilly, Frank Arthur	<i>Lawrence</i>
Parrish, Thomas Kirkpatrick, 3d	<i>New York, N. Y.</i>
Parsons, Donald Holcombe	<i>Devon, Pa.</i>

PHILLIPS ACADEMY

Parsons, Thomas Sturges
 Peers, Michael Joseph Rogers
 Petersen, Henry Andrew, Jr.
 Pinkham, Christopher Choate
 Polhemus, Peter Suydam
 Poore, Charles Graydon, 3d
 Pozzy, Peter McCrillis
 Reach, Charles Harrison
 Rice, Robert Lindley
 Ross, Richard Morrow, Jr.
 Rubin, Richard Hershel
 Runyon, John Lewis
 Rutan, Frank Elmer, 3d
 Saunders, Preston Howard
 Sawyer, Alan Frederick, Jr.
 Schaffer, John Armes
 Schoeller, Arne Landmark
 Schwartz, Alan Gifford
 Seffens, William Edward
 Segal, Robert Bassen
 Selleck, Clyde Andrew, Jr.
 Sharp, Donald Eugene
 Smith, James Gordon, Jr.
 Smith, John Henry
 Smith, Kellogg Allyn Fowler
 Sommaripa, Amory Mstislav
 Stewart, Robert Forsythe
 Stone, Hugh David
 Stone, Milton Edward, Jr.
 Stookey, Lyman Brumbaugh
 Sutherland, Donald James
 Sylvester, John, Jr.
 Thompson, Richard Potter
 Thurston, Francis Hatherly
 Tichnor, Richard Boynton
 Tomei, Manuel Fernandez
 Treuhold, Charles Richard
 Tucker, Dan Stuart
 Turner, John Bennett, Jr.
 Ventre, Robert Mario
 Walthall, William Winkler

Ridgewood, N. J.
Toronto, Ont., Canada
Houston, Texas
Lynn
Tulsa, Okla.
New York, N. Y.
Bangor, Maine
Summit, N. J.
West Haven, Conn.
New Rochelle, N. Y.
Brookline
Darien, Conn.
Ardmore, Pa.
Providence, R. I.
Saugus
Montclair, N. J.
Riverside, Conn.
Chicago, Ill.
Memphis, Tenn.
Lawrence
Alexandria, Va.
Chicago, Ill.
Harrington, Del.
Beverly
Westfield
Boyce, Va.
Santa Barbara, Calif.
Brockton
Waban
Sharon, Conn.
Manhasset, L. I., N. Y.
Newport, R. I.
Greenwich, Conn.
Tuscaloosa, Ala.
Newton Centre
San Juan, Puerto Rico
Bay Shore, L. I., N. Y.
Cleveland, Ohio
Norwich, N. Y.
Lawrence
Houston, Texas

PHILLIPS ACADEMY

Ward, Robert Brown	<i>Boston</i>
Warner, Alden Young, Jr.	<i>Farmington, Conn.</i>
Watkins, Benjamin Utter	<i>Winnetka, Ill.</i>
Weaver, Andrew Dudley	<i>Andover</i>
Weeks, Christopher	<i>Scituate</i>
Weldon, James Peter	<i>Andover</i>
Wellman, Bradford Sargent	<i>Topsfield</i>
West, Allen Crawford	<i>Wellesley</i>
Willard, James Essex Fisk	<i>Washington, D. C.</i>
Williams, Charles Kauffman, 2d	<i>Easton, Pa.</i>
Williams, Lawrence Evans	<i>Scranton, Pa.</i>
Winchester, Gordon	<i>New York, N. Y.</i>
Wise, Daniel Parker	<i>Beverly Farms</i>
Wood, James Perry, 3d	<i>Wheeling, W. Va.</i>
Yager, Robert Louis	<i>Englewood, N. J.</i>
Yeager, Donald Robert	<i>Topeka, Kans.</i>

Lower Middlers—194

JUNIORS

Anderson, Raymond Quintus	<i>Jamestown, N. Y.</i>
Annan, Michael Staley	<i>Lake Forest, Ill.</i>
Baker, Wilder DuPuy, Jr.	<i>Washington, D. C.</i>
Ball, George Alexander, 2d	<i>Muncie, Ind.</i>
Batal, Michael Joseph, Jr.	<i>Lawrence</i>
Bowers, Alexander Stewart	<i>Cooperstown, N. Y.</i>
Boyer, Harold Raymond, Jr.	<i>Grosse Pointe, Mich.</i>
Brayton, Robert Gifford	<i>Fall River</i>
Brodeur, Paul Adrian, Jr.	<i>Arlington Heights</i>
Brumbaugh, Roy Bruce	<i>Altoona, Pa.</i>
Bullard, Gardner Whitman, Jr.	<i>Brookline</i>
Bullen, Dana Ripley, 2d	<i>Andover</i>
Byler, William Stedman	<i>Chicago, Ill.</i>
Cartmell, James Robert	<i>Middlebury, Vt.</i>
Chandler, Stephen Van Deventer	<i>Hackensack, N. J.</i>
Chase, Derwood Sumner, Jr.	<i>Charlottesville, Va.</i>
Chittick, John Morgan	<i>Waban</i>
Cleveland, Paul Matthews	<i>Falls Church, Va.</i>
Clifford, Paul Bancroft	<i>Weston</i>
Collins, Morton Brokaw	<i>Bound Brook, N. J.</i>

PHILLIPS ACADEMY

Congdon, Carey, Jr.	<i>New London, Conn.</i>
Cross, John Walter, 3d	<i>Roslyn, L. I., N. Y.</i>
Davidson, John Leon	<i>Andover</i>
Dorsey, Peter Collins	<i>New London, Conn.</i>
Duvoisin, George Edward	<i>Pittsfield</i>
Eastham, James Dana	<i>Andover</i>
Emmert, Julius William	<i>Lawrence</i>
Ernst, Richard Holt	<i>Chestnut Hill</i>
Estes, Ralph	<i>Media, Pa.</i>
Ffrench, Leopoldo Andrés	<i>Mexico City, Mexico</i>
Flather, Frederick, 3d	<i>Andover</i>
Fleming, Joseph Robert	<i>Fairmont, W. Va.</i>
Fletcher, William Morton	<i>White Plains, N. Y.</i>
Flynn, Allan Alexander Arthur	<i>Port Washington, L. I., N. Y.</i>
Flynn, Charles Francis	<i>Chappaqua, N. Y.</i>
Foxwell, Richard Wilkes	<i>Camden, Maine</i>
Gaffney, Bernard Downes	<i>New Britain, Conn.</i>
Gagne, Robert Pickering	<i>Andover</i>
Gifford, Richard Cammann	<i>New York, N. Y.</i>
Gould, Edson Beers, 3d	<i>New York, N. Y.</i>
Harris, Elmer Russell	<i>Andover</i>
Hastie, Clement Alexander Flagler	<i>Takoma Park, Md.</i>
Hattermer, Robert Weatherly	<i>Easton, Pa.</i>
Higgins, Haydn	<i>Andover</i>
Hodges, John Suffern	<i>Wellesley</i>
Houk, John Franklin	<i>Dayton, Ohio</i>
Husted, Donald Mackay	<i>New York, N. Y.</i>
Ingersoll, Charles Stuart	<i>Halesite, N. Y.</i>
Into, Henry Alexander	<i>Lake Forest, Ill.</i>
Johnston, Kenneth Kitchel, Jr.	<i>Forest Hills, L. I., N. Y.</i>
Jones, Richard Preble	<i>Boston</i>
Jordan, Winthrop Donaldson	<i>Worcester</i>
Kane, Louis Isaac	<i>Waban</i>
Kennedy, Donald Davidson, Jr.	<i>Nobleboro, Maine</i>
Kimball, John Ward	<i>Andover</i>
Kurzman, Larry David	<i>Huntington, W. Va.</i>
Leonard, Charles Everett	<i>Chestnut Hill</i>
Levin, Philip Dane	<i>Newton</i>
Linn, Milman Hart, 3d	<i>Zanesville, Ohio</i>
Lombard, Richard David	<i>Chelmsford</i>

PHILLIPS ACADEMY

Lovejoy, Sherwood	<i>Greens Farms, Conn.</i>
MacInnis, Philip Bemis	<i>Gloucester</i>
McLane, James Price	<i>Akron, Ohio</i>
May, Thayer Thomas, Jr.	<i>Garden City, La.</i>
Mulligan, Samuel Rhoads	<i>Dallas, Pa.</i>
Nash, Paul Le Noir	<i>Poughkeepsie, N. Y.</i>
Neelands, Peter Grant	<i>New York, N. Y.</i>
Nelson, John Gardner	<i>Shreveport, La.</i>
Nichols, William Edward	<i>Andover</i>
Owens, Owen Michael	<i>Harlingen, Texas</i>
Packard, Edward Burt, Jr.	<i>Huntington, L. I., N. Y.</i>
Peckham, John Strang	<i>White Plains, N. Y.</i>
Penwell, Delos	<i>Andover</i>
Perkins, David Ferguson	<i>West Bridgewater</i>
Picker, David Victor	<i>New York, N. Y.</i>
Platt, Lucian Brewster	<i>Syracuse, N. Y.</i>
Pond, Geoffrey	<i>Darien, Conn.</i>
Prinster, John Howard	<i>Grand Junction, Colo.</i>
Rhangos, William Charles	<i>Lowell</i>
Rhodes, Rodman Dunbar	<i>Des Moines, Iowa</i>
Robillard, Laval Emile	<i>Gardner</i>
Robinson, Anthony Christopher	<i>Woodstock, N. Y.</i>
Shaifer, Carl Henry, 3d	<i>Montclair, N. J.</i>
Shields, Charles Addison, Jr.	<i>Methuen</i>
Silver, Daniel Higgins	<i>Saugus</i>
Skinner, David Mercer	<i>Pembroke, Bermuda</i>
Slade, Clarke Winship, Jr.	<i>Olney, Md.</i>
Smith, Edwin Gehring	<i>Swampscott</i>
Smith, Gardner Watkins	<i>Brookline</i>
Smith, Reed Embry	<i>Louisville, Ky.</i>
Spengler, Silas Oliver	<i>Menasha, Wis.</i>
Spring, Hobart Wadsworth, Jr.	<i>North Wilmington</i>
Stetler, James Merrifield	<i>White Plains, N. Y.</i>
Stevens, William Gallon	<i>South Plainfield, N. J.</i>
Stonehill, Arthur Ira	<i>Woodmere, L. I., N. Y.</i>
Sutherland, John	<i>New Rochelle, N. Y.</i>
Systrom, David Murray	<i>Wellesley Hills</i>
Taylor, George Chadbourne, 3d	<i>Kirkwood, Mo.</i>
Thatcher, John Howard, Jr.	<i>Englewood, N. J.</i>
Thompson, Donald Enrique	<i>Harvard</i>

PHILLIPS ACADEMY

Torrance, Edwin Gager	<i>Waterbury, Conn.</i>
Voos, Ernest Gustave	<i>Cheshire, Conn.</i>
Waskowitz, William Jay	<i>New Britain, Conn.</i>
Watson, Charles Greenough	<i>Woodmere, L. I., N. Y.</i>
Watson, Richard Alan	<i>Jackson Heights, L. I., N. Y.</i>
Webb, George Henry, Jr.	<i>Oradell, N. J.</i>
Wetherbee, Paul George	<i>Braintree</i>
Wight, Daniel Ewing, Jr.	<i>Frederick, Md.</i>
Winship, Edward Newell, Jr.	<i>Winchester</i>
Winslow, Burnside, Jr.	<i>New Haven, Conn.</i>
Wood, Henry Frost, Jr.	<i>Chestnut Hill</i>
Woodside, William Sheppard	<i>Chicago, Ill.</i>
Juniors—112	

PHILLIPS ACADEMY

CLASSIFICATION

Seniors	224
Upper Middlers	198
Lower Middlers	194
Juniors	112
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REPRESENTATION

Massachusetts	219	West Virginia	4
New York	140	Wisconsin	4
Connecticut	68	Florida	3
Pennsylvania	33	Indiana	3
New Jersey	32	Oklahoma	3
Ohio	25	Tennessee	3
Illinois	21	Iowa	2
Maine	14	Kansas	2
California	11	Alabama	1
District of Columbia	10	Arizona	1
Oregon	10	Georgia	1
Michigan	9	Mississippi	1
New Hampshire	9	Montana	1
Rhode Island	9	Washington	1
Virginia	9	Bermuda	5
Missouri	8	Canada	3
Texas	8	Cuba	3
Maryland	6	Puerto Rico	3
North Carolina	6	Mexico	2
Vermont	6	Dominican Republic	1
Delaware	5	England	1
Louisiana	5	Hawaii	1
Minnesota	5	South Africa	1
Colorado	4	Syria	1
Kentucky	4	Turkey	1

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ANDOVER SUMMER SESSION

LIST OF STUDENTS—1945

Abruzzo, Matthew Thomas, Jr.	<i>Brooklyn, N. Y.</i>
Abson, Charles Ross	<i>Wilmington, Del.</i>
Abt, Clark Claus	<i>New York, N. Y.</i>
Adams, David Paul	<i>Essex Fells, N. J.</i>
Allegaert, Winthrop John	<i>Newton Centre</i>
Appel, George Frederick Baer, Jr.	<i>Wynnewood, Pa.</i>
Auchincloss, Hugh Dudley, Jr.	<i>Newport, R. I.</i>
Babigian, Garabed Bedros	<i>Lawrence</i>
Backus, Roger Neil	<i>South Windham, Conn.</i>
Baker, Wilder Dupuy, Jr.	<i>Washington, D. C.</i>
Ballou, Donald Kent	<i>Newton Centre</i>
Barss, Lawrence Whitcomb	<i>Andover</i>
Batal, John Thomas, Jr.	<i>Andover</i>
Batal, Michael Joseph, Jr.	<i>Lawrence</i>
Beede, Robert Jenks, Jr.	<i>Rehoboth</i>
Bell, John Gordon, Jr.	<i>Rye, N. Y.</i>
Bertolini, Ernesto Exposito	<i>San Jose, Costa Rica</i>
Black, Charles Frederick, Jr.	<i>Burlington, Vt.</i>
Blanding, William Gardner	<i>West Barrington, R. I.</i>
Blood, Charles Arthur	<i>Swampscott</i>
Bloom, John Carlton	<i>Weston</i>
Bomba, James Stanley	<i>Manhasset, L. I., N. Y.</i>
Bowen, Robert Watson	<i>Washington, D. C.</i>
Bradsher, Henry St. Amant	<i>Baton Rouge, La.</i>
Bramley, Edwin Leedham, Jr.	<i>Andover</i>
Brown, Shepard	<i>New York, N. Y.</i>
Brown, Thomas Laughton	<i>Laconia, N. H.</i>
Browne, William Boyd	<i>Chapel Hill, N. C.</i>
Burgess, Arthur Ellery, Jr.	<i>Shrewsbury</i>
Burns, David Norman	<i>Earlton, N. Y.</i>
Burns, Douglas Snow	<i>Boston</i>
Buttrick, Allan Winfield, Jr.	<i>Rye, N. Y.</i>
Cahalin, Philip Henry	<i>Arlington</i>
Campbell, Glendon Martin, Jr.	<i>Manhasset, L. I., N. Y.</i>

PHILLIPS ACADEMY

Carman, John Braisted	<i>Mount Kisco, N. Y.</i>
Carroll, James Joseph, Jr.	<i>Miami Beach, Fla.</i>
Carter, Edward Carlos	<i>Rochester, N. Y.</i>
Carvell, Richard Clinton	<i>North Andover</i>
Chandler, Otis	<i>Sierra Madre, Calif.</i>
Cherry, George Frederick	<i>Toledo, Ohio</i>
Christie, Philip	<i>Andover</i>
Clark, Byron John	<i>Harrison, N. Y.</i>
Clement, Stephen Preston, Jr.	<i>Sarasota, Fla.</i>
Clugston, George Alan	<i>Washington, D. C.</i>
Coates, Winslow Shelby, Jr.	<i>Locust Valley, L. I., N. Y.</i>
Contas, Arthur Peter G.	<i>Chestnut Hill</i>
Creelman, William Allen	<i>Manhasset, L. I., N. Y.</i>
Crowe, Arthur Samuel, Jr.	<i>Greenwood</i>
Cushing, Joseph J., Jr.	<i>Fitchburg</i>
Dacey, Daniel Paul, Jr.	<i>Haverhill</i>
Damon, Melvin Hiram, Jr.	<i>Bellows Falls, Vt.</i>
Darnell, Frederick Jerome	<i>Washington, D. C.</i>
Dart, Justin Whitlock, Jr.	<i>Westport, Conn.</i>
Davis, John Horman Powell	<i>Schenectady, N. Y.</i>
Davis, Robert Gene	<i>Peekskill, N. Y.</i>
Dearborn, Robert Norman	<i>Reading</i>
Degener, Dwight Lorimer	<i>Dobbs Ferry, N. Y.</i>
Donald, James Cleveland	<i>Baker, Ore.</i>
Drury, Ralph Reinholt	<i>Youngstown, Ohio</i>
Duke, Winslow Hincks	<i>Greens Farms, Conn.</i>
Dwyer, John Dennis	<i>Medford</i>
Eisner, Henry	<i>South Orange, N. J.</i>
Elias, Clifford Edward	<i>Lawrence</i>
Engstrom, William Roy	<i>Newtonville</i>
Estabrook, Dean Rolland	<i>Saugus</i>
Ffrench, Leopoldo Andres	<i>New York, N. Y.</i>
Flickinger, Haviland	<i>Brooklyn, N. Y.</i>
Forstall, Alfred Edmond	<i>Amsterdam, N. Y.</i>
Fortmiller, Frederick Vincent	<i>Auburndale</i>
Fullerton, Richard Gordon	<i>Boston</i>
Gilbert, Stephen Goltra	<i>Portland, Ore.</i>
Godridge, Robert Walsh	<i>New Rochelle, N. Y.</i>
Gordon, Edward Alexander	<i>Andover</i>
Graff, Austin Brandt	<i>Camp Hill, Pa.</i>

PHILLIPS ACADEMY

Green, Elliot Rogers	<i>West Hartford, Conn.</i>
Griffin, Robert Kenneth, Jr.	<i>Lock Haven, Pa.</i>
Griffith, Walter Stuhr	<i>Indianapolis, Ind.</i>
Griffiths, Kenneth Frank	<i>Larchmont, N. Y.</i>
Gross, Louis Edwards	<i>Chicago, Ill.</i>
Gruner, Otto Harry, 3d	<i>Hewlett, L. I., N. Y.</i>
Hanley, Louis David	<i>Fall River</i>
Harding, David Vanner	<i>Westbrook, Maine</i>
Hardwick, Charles Arthur	<i>Gwynedd Valley, Pa.</i>
Harlow, Edwin Strong	<i>Harding</i>
Harmon, Eli Beller	<i>New York, N. Y.</i>
Harris, Elmer Russell	<i>Methuen</i>
Harwood, Robert Lee	<i>Milton</i>
Haskell, Amory Lawrence, Jr.	<i>Red Bank, N. J.</i>
Hattermer, Robert Weatherly	<i>Easton, Pa.</i>
Hayes, Hartley Bruce	<i>Chelsea</i>
Hayes, Philip Schuyler	<i>Portland, Ore.</i>
Henderson, George Robert	<i>Ballardvale</i>
Higgins, Haydn	<i>Andover</i>
Hogg, Alexander McClurg	<i>Chestertown, Md.</i>
Hord, Stephen Young, Jr.	<i>Lake Forest, Ill.</i>
Horne, Walter Sidney, Jr.	<i>East Williston, L. I., N. Y.</i>
Hudner, Richard Reilly	<i>Fall River</i>
Humpstone, John Harvey, Jr.	<i>Lutherville, Md.</i>
Hunnewell, Arnold Welles, Jr.	<i>Wellesley</i>
Hutchinson, Arthur Phillips	<i>Litchfield, Conn.</i>
Hwoschinsky, Paul	<i>Greenwich, Conn.</i>
Ingersoll, Charles Stuart	<i>Halesite, N. Y.</i>
Ippolito, Jean Blaze, Jr.	<i>Lawrence</i>
Irvine, Peter Laurence	<i>Washington, D. C.</i>
Jacobi, Girard Alan	<i>New York, N. Y.</i>
Johnson, David Dowdell	<i>Baton Rouge, La.</i>
Johnson, Howard Bateman	<i>Johannesburg, South Africa</i>
Jones, David Llewellyn	<i>Reading</i>
Jones, Richard Preble	<i>Longmeadow</i>
Kennedy, Charles Stuart, Jr.	<i>Annapolis, Md.</i>
Kerrigan, Anthony Gunning	<i>Katonah, N. Y.</i>
Koch, John Gordon	<i>Haverhill, N. H.</i>
Kolsky, Leonard Sheldon	<i>Lawrence</i>
Koontz, James William	<i>Owings Mills, Md.</i>

PHILLIPS ACADEMY

Kozol, Joel Asher	<i>Brookline</i>
Kuniholm, John Gardner	<i>Gardner</i>
Kurtz, James Biggs	<i>Grand Junction, Colo.</i>
Lackey, Frank Danby, 3d	<i>Pelham Manor, N. Y.</i>
Lansill, Charles Wellington Burt	<i>Lexington, Ky.</i>
Leonard, Charles Everett	<i>Chestnut Hill</i>
Levin, Marvin Royce	<i>Newton</i>
Levine, Miles Irwin	<i>New York, N. Y.</i>
Lombard, Richard David	<i>Chelmsford</i>
Lothrop, Francis Bacon, Jr.	<i>Boston</i>
Lowell, William Louis	<i>Westbrook, Maine</i>
Lunt, Dudley Cammett, Jr.	<i>Wilmington, Del.</i>
McDougal, Alexander Murray	<i>Chicago, Ill.</i>
McGill, George Emmert	<i>Des Moines, Iowa</i>
MacKennan, Robert	<i>Poughkeepsie, N. Y.</i>
McNelis, Thomas Anthony, Jr.	<i>Kingston, N. Y.</i>
Mackenzie, Donald Wright	<i>Treichtlers, Pa.</i>
Martin, Warfield	<i>Baltimore, Md.</i>
Mason, Richard Gordon	<i>Woonsocket, R. I.</i>
Mason, Robert Cook	<i>Woonsocket, R. I.</i>
Mastrangelo, Edward Ferdinand	<i>Fitchburg</i>
Mastrangelo, Ferdinand Ralph	<i>Lunenburg</i>
Mattheson, Robert Kimball	<i>North Andover</i>
Meek, Dudley Holmes, Jr.	<i>Riverside, Conn.</i>
Menell, Clive Sydney	<i>Bronxville, N. Y.</i>
Metcalf, Robert Treat Paine	<i>Boston</i>
Michalovich, Myron	<i>Haverhill</i>
Miller, John Robert	<i>Newburgh, N. Y.</i>
Minor, Frank Malcolm	<i>Montclair, N. J.</i>
Minor, Paul Andrew	<i>Montclair, N. J.</i>
Monondo, Rafael	<i>Guatemala City, Guatemala</i>
Morrison, Richard Winton	<i>Pittsburgh, Pa.</i>
Morse, James Harvey-Lander	<i>Hamden, Conn.</i>
Mott, Seward Hamilton, Jr.	<i>Washington, D. C.</i>
Muir, John Morley	<i>Schenectady, N. Y.</i>
Murphy, Arthur Edward	<i>Jersey City, N. J.</i>
Nader, Robert Thomas	<i>Lawrence</i>
Neelands, Peter Grant	<i>Washington, D. C.</i>
Newton, Seth Wolcott	<i>Newton Centre</i>

PHILLIPS ACADEMY

Norton, Richard Allen	<i>Wellesley Hills</i>
Oliphant, Charles Theodore, Jr.	<i>Honolulu, Hawaii</i>
Osborn, Charles Milton Shove	<i>Boston</i>
Page, Daniel Gibson	<i>Tulsa, Okla.</i>
Palmer, Gerard Beckman	<i>New York, N. Y.</i>
Papen, Francis Crandon	<i>Brookline</i>
Paradise, Robert Campbell, Jr.	<i>Darien, Conn.</i>
Paradise, Scott Ilsley	<i>Andover</i>
Pasqua, Frank	<i>New York, N. Y.</i>
Peard, Frank Furnival	<i>Baltimore, Md.</i>
Peers, Michael Rogers	<i>New Rochelle, N. Y.</i>
Pelham, George Frederic, 3d	<i>New Rochelle, N. Y.</i>
Petersen, Henry Andrew	<i>Houston, Texas</i>
Petersen, William, Jr.	<i>Wellesley Hills</i>
Pettit, Jeffrey	<i>Rumson, N. J.</i>
Petzold, Herbert Richard	<i>Lawrence</i>
Pierog, Julius Rudolfe	<i>North Andover</i>
Platka, Robert Thompson	<i>Burlington, Vt.</i>
Polhemus, Peter Suydam	<i>Tulsa, Okla.</i>
Pollard, William Appleby	<i>Wellesley Hills</i>
Pratt, Waldo Elliott	<i>Wellesley Hills</i>
Prest, Alan Patrick Llewellyn, Jr.	<i>Darien, Conn.</i>
Pugh, William Robert	<i>Youngstown, Ohio</i>
Putman, Berthold	<i>New Bedford</i>
Rackliff, Herbert Lord, Jr.	<i>Old Town, Maine</i>
Ray, Rolor Edward	<i>Sinton, Texas</i>
Reed, Robert George, 3d	<i>Framingham Centre</i>
Reitzel, John Sebastian	<i>Haverford, Pa.</i>
Rentschler, James Peter	<i>Hamilton, Ohio</i>
Rhangos, William Charles	<i>Lowell</i>
Rhodes, Rodman Dunbar	<i>Des Moines, Iowa</i>
Rice, Robert Lindley	<i>New Haven, Conn.</i>
Ritchie, Lyell Hale, Jr.	<i>Hinsdale, Ill.</i>
Ross, Richard Morrow, Jr.	<i>New Rochelle, N. Y.</i>
Rubin, Richard Hershel	<i>Brookline</i>
Sanford, Thomas Michael	<i>Portland, Ore.</i>
Sannella, Theodore, Jr.	<i>Revere</i>
Sayre, Lawrason Riggs	<i>Bel Air, Md.</i>
Scheide, John Gates	<i>West Hartford, Conn.</i>
Schoeller, Arne Landmark	<i>Riverside, Conn.</i>

PHILLIPS ACADEMY

Schön, Donald Alan	<i>Brookline</i>
Scott, Henry Clarkson	<i>Hewlett, L. I., N. Y.</i>
Segal, Robert Bassen	<i>Lawrence</i>
Sexton, John Joseph, Jr.	<i>Arlington</i>
Shaffer, John Robert	<i>Vandergrift, Pa.</i>
Sharpe, John McDowell	<i>Chambersburg, Pa.</i>
Sherrill, Leicester Haydon, Jr.	<i>Larchmont, N. Y.</i>
Shields, Charles Addison, Jr.	<i>Meihuen</i>
Smith, James Gordon, Jr.	<i>Harrington, Del.</i>
Smith, Timothy Dean	<i>St. Albans, Vt.</i>
Smith, Winston Franklin	<i>Newton</i>
Sommaripa, Amory Mstislav	<i>Boyce, Va.</i>
Soper, Richard Howard	<i>Westbrook, Maine</i>
Steinberg, Robert Samuel	<i>Lawrence</i>
Steiner, Edward Morrow	<i>Sydney, Australia</i>
Stern, Gardner Henry, Jr.	<i>Chicago, Ill.</i>
Stevens, Robert Dale	<i>Cambridge</i>
Stoltmann, Henry Francis	<i>Meriden, Conn.</i>
Stone, Paul Goadby	<i>Swampscott</i>
Stone, Sidney J., Jr.	<i>South Euclid, Ohio</i>
Stookey, Lyman Brumbaugh	<i>Sharon, Conn.</i>
Stratton, Bruce Cornwall	<i>San Francisco, Calif.</i>
Stull, Robert Reid, Jr.	<i>Webster, N. Y.</i>
Sweet, Philip Whitford Kirkland	<i>New Rochelle, N. Y.</i>
Tarbox, Ronald Loring	<i>Quincy</i>
Taylor, Ian Guy	<i>Worcester</i>
Teeters, Robert Duane	<i>Philadelphia, Pa.</i>
Telford, Raymond John	<i>Methuen</i>
Terman, Frederick Walcutt	<i>Belmont</i>
Thomas, Frederic Chichester	<i>Huntington, L. I., N. Y.</i>
Thompson, Frederic Christianson	<i>Chicago, Ill.</i>
Thompson, Frederick Gregg	<i>St. Joseph, Mo.</i>
Thompson, Gough Winn, Jr.	<i>Pikesville, Md.</i>
Thompson, Norman Franklin	<i>Fall River</i>
Thomson, Ian	<i>New Canaan, Conn.</i>
Trowbridge, Alexander Buel, 3d	<i>New York, N. Y.</i>
Turner, John Bennett	<i>Norwich, N. Y.</i>
Upjohn, Harold Lawrence	<i>Kalamazoo, Mich.</i>
Vail, Jesse Aaron	<i>Evanston, Ill.</i>
Ventre, Robert Mario	<i>Lawrence</i>

PHILLIPS ACADEMY

Vivian, John Coffey	<i>Miami, Fla.</i>
Wagner, Jack Lawrenson	<i>New Bedford</i>
Waller, Robert Alexander	<i>Chicago, Ill.</i>
Ward, Robert Brown	<i>Brookline</i>
Waring, Bayard David	<i>Melrose</i>
Waskowitz, William Jay	<i>New Britain, Conn.</i>
Webb, George Henry	<i>Oradell, N. J.</i>
Webber, Abraham Charles, Jr.	<i>Chestnut Hill</i>
Weldon, James Peter	<i>Andover</i>
Whitney, John Kimball	<i>Wayzata, Minn.</i>
Wight, Ira Edward, 3d	<i>Washington, D. C.</i>
Winslow, Burnside, Jr.	<i>New Haven, Conn.</i>
Wood, James Douglas	<i>Newtonville</i>
Works, John Wolcott	<i>Salem, Ohio</i>
Yeames, Richard Camburn	<i>Arlington</i>
Younger, Paul Alden	<i>New York, N. Y.</i>

PHILLIPS ACADEMY

ALUMNI ADVISORY COMMITTEES

BOSTON

Philip R. Allen, '92	Frank Hartley, '14
A. W. K. Billings, Jr., '20	Mortimer A. Seabury, '05
Nathaniel T. Clark, '30	John O. Stubbs, '17
J. Mattocks White, '22	

BUFFALO

James O. Moore, '28	Adrian W. Smith, '18
Addison F. Vars, '17	

CHICAGO

William T. Bacon, '02	Stephen Y. Hord, '17
Robert A. Gardner, '08	Leeds Mitchell, '96
Clifford Rodman, '15	

CINCINNATI

Robert L. Black, '99	Henry W. Hobson, '11
Thomas H. Lawrence, Jr., '31	

CLEVELAND

Dan R. Hanna, Jr., '14	R. Livingston Ireland, Jr., '15
Joshua B. Waterworth, '04	

COLORADO SPRINGS

Clement M. Brown, '10	Charles T. Ryder, '02
Philip B. Stewart, '82	

DALLAS

Henry D. Lindsley, Jr., '13	William F. Neale, Jr., '44
Harold F. Volk, '13	

PHILLIPS ACADEMY

DENVER

Frederic A. Adams, '09	Grover C. Fels, '06
Eugene Dines, '17	J. Quigg Newton, '29

DETROIT

Russell H. Lucas, '12	Kenneth L. Moore, '10
Fred T. Murphy, '93	

FORT WORTH

Edward S. Gould, '84	Beverly V. Thompson, '13
George Thompson, Jr., '09	

HOUSTON

Walter Bradley, '24	Ford Hubbard, '20
William A. Kirkland, '15	

INDIANAPOLIS

Frederick H. Day, '01	Hugh McK. Landon, '88
William C. Griffith, '11	Arthur Medlicott, '13

KANSAS CITY

William S. Serat, '21	Louis H. Ehrlich, '26
Mason L. Thompson, '18	

LOS ANGELES

Ring W. Lardner, Jr., '32	Fred M. Cleaveland, Jr., '23
James S. Copley, '35	

LOUISVILLE

Middleton De Camp, '14	Woodford H. Dulaney, '13
Harry C. Royal, Jr., '32	

PHILLIPS ACADEMY

MILWAUKEE

John F. Uihlein, '33

C. Douglas Walker, '18

MINNEAPOLIS

Charles C. Bovey, '86

John H. MacMillan, '12

Wheelock Whitney, '13 (*Wayzata*)

NEW YORK AND VICINITY

MANHATTAN

Paul Abbott, '16

F. Abbot Goodhue, '02

Chauncey B. Garver, '04

Thomas D. Thacher, '00

Bromwell Ault, '18

NORTHERN NEW JERSEY

Newell G. Neidlinger, '21

Charles W. Littlefield, '99

East Orange

Montclair

Lloyd W. Smith, '92

Archie B. Quarrier, '93

Madison

Short Hills

Morris P. Skinner, '24

Verona

SOUTHERN CONNECTICUT AND WESTCHESTER COUNTY

J. Verner Reed, '22

William P. Seeley, '09

Greenwich

Charles R. Marshall, '12

Russell Stiles, '08

Scarsdale

William C. Keator, '24

Fairfield

PHILLIPS ACADEMY

PITTSBURGH

Maurice D. Cooper, Jr., '06	Lucius W. Robinson, Jr., '14
Southard Hay, '98	J. Verner Scaife, '23

PORTLAND, OREGON

Edmund S. Hayes, '14	Loring A. Higgins, '19
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ROCHESTER

Fred H. Gordon, '02	Burton C. Smith, '27
Montague B. Phillips, '23	Douglas C. Townson, '10

ST. LOUIS

Wilbur B. Jones, '05	Sidney R. Overall, '03
Ira E. Wight, Jr., '20	

SAN FRANCISCO

Dean Dillman, '14	Francis V. Keesling, Jr., '26
Samuel F. B. Morse, '03	

SEATTLE

Hugh P. Brady, '10	Henry A. Colver, '09
Lawrence W. Wiley, '20	

SYRACUSE

Charles H. Sanford, Jr., '24	Harold Stone, '98
Charles S. Hyde, '96	

TULSA

J. W. R. Crawford, Jr., '14	Charles F. Hewett, '14
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PHILLIPS ACADEMY
CATALOGUE OF
PHILLIPS ACADEMY

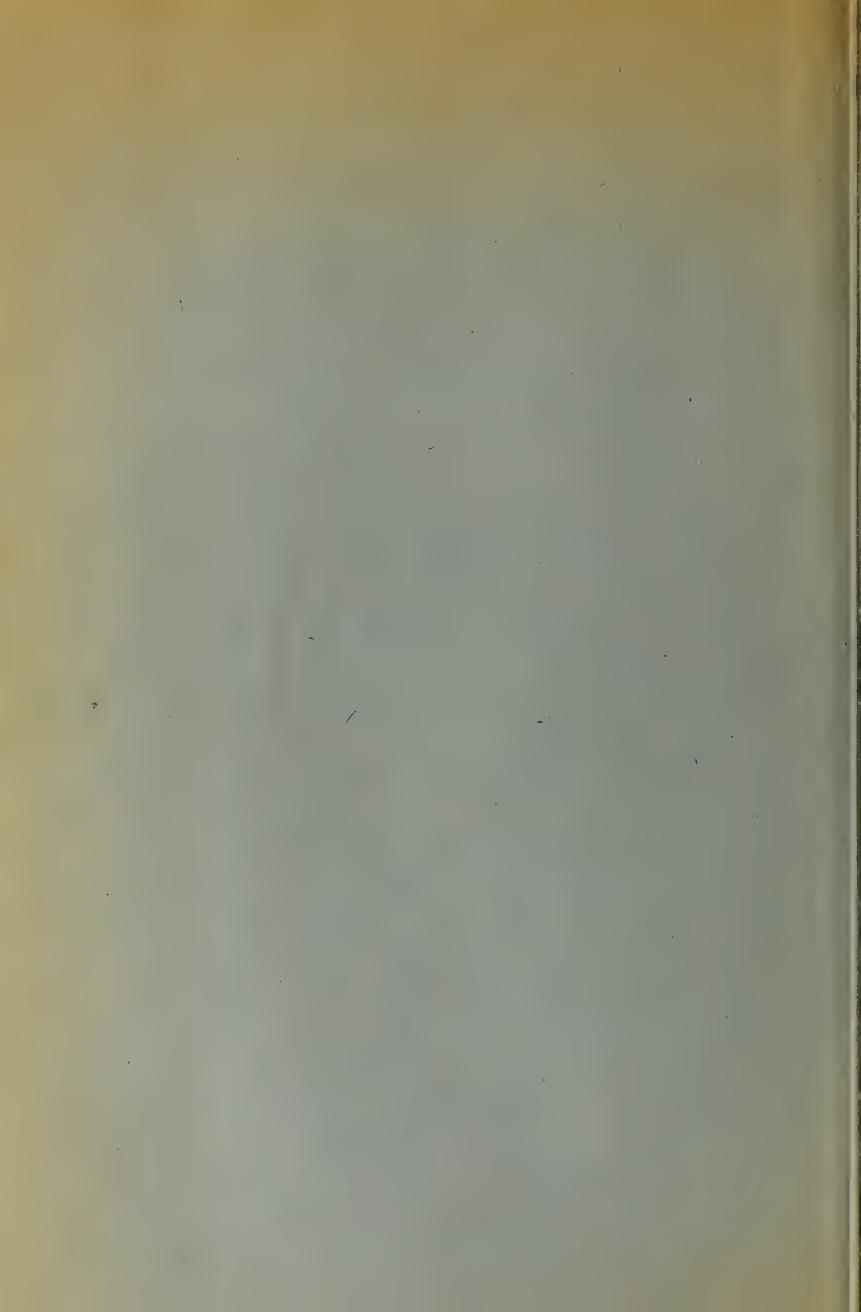
ANDOVER, MASSACHUSETTS

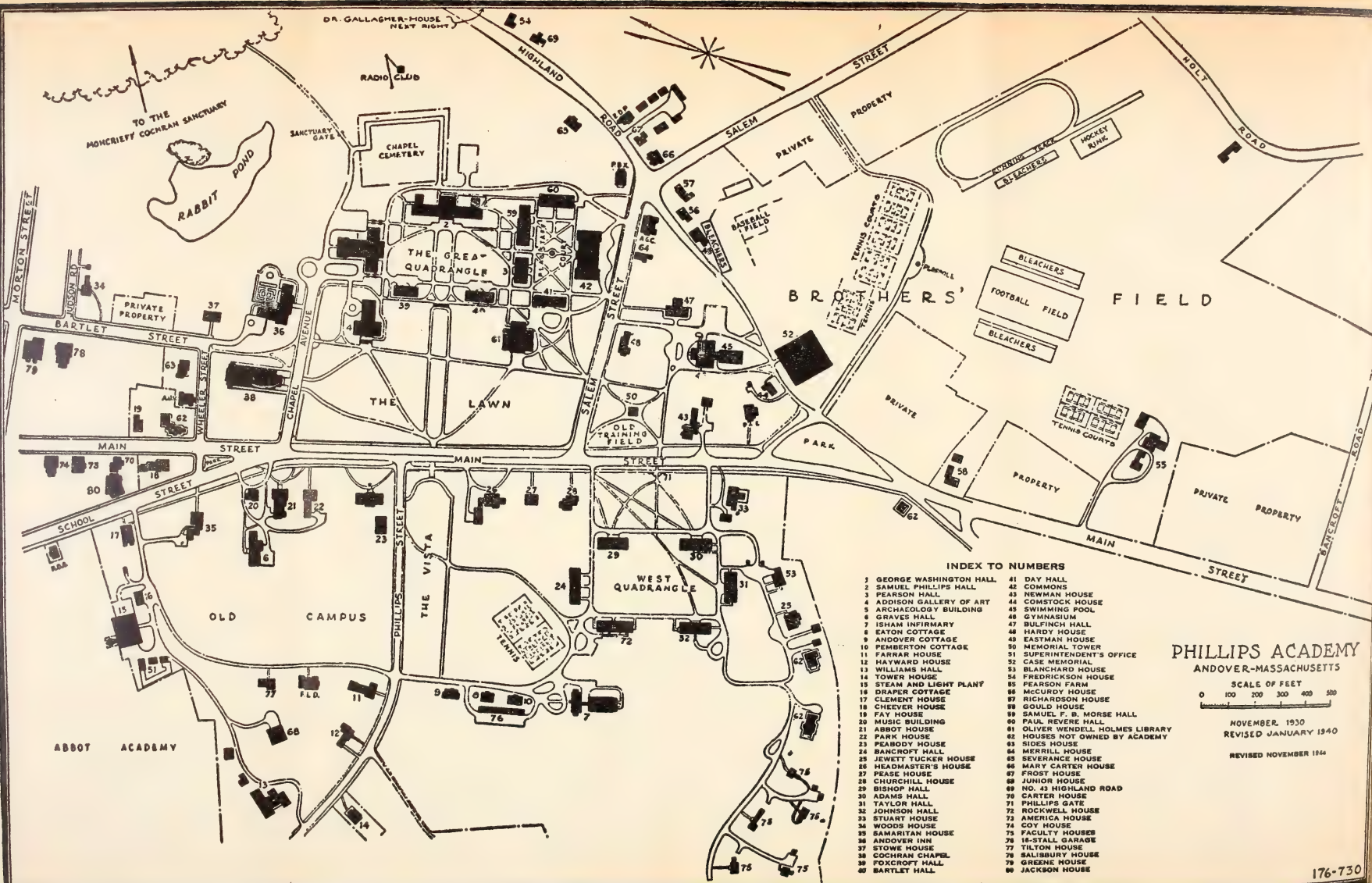
ONE HUNDRED AND SIXTY-NINTH YEAR

1946-1947



ANDOVER, MASSACHUSETTS
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DECEMBER, 1946





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PHILLIPS ACADEMY ANDOVER-MASSACHUSETTS

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NOVEMBER, 1930
REVISED JANUARY 1940

REVISED NOVEMBER 1944

CATALOGUE OF
PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-NINTH YEAR

1946-1947



ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
DECEMBER, 1946

1947

1948

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CALENDAR

1947

Second term begins.....8.15 P.M., Monday, Jan. 6
Second term ends.....Wednesday, March 12

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Monday, March 31
School entrance examinations in Andover
and New York City.....Friday and Saturday, May 16 and 17
Recitations close.....Thursday, June 5
Commencement.....Monday, June 9
Third term ends.....Monday, June 9

SUMMER VACATION—14 Weeks

Summer session begins.....Wednesday, June 25
Summer session ends.....Wednesday, August 20

Rooms ready for occupancy.....10 A.M., Monday, Sept. 15
Entrance examinations.....9 A.M., Tuesday, Sept. 16
Registration of returning students:
Juniors and Lower Middlers.....Before 2 P.M., Tuesday, Sept. 16
Upper Middlers and Seniors.....Before 2 P.M., Wednesday, Sept. 17
Registration of entering students:
Juniors and Lower Middlers.....Before 8 P.M., Tuesday, Sept. 16
Upper Middlers and Seniors.....Before 8 P.M., Wednesday, Sept. 17
First term ends.....Tuesday, Dec. 16

CHRISTMAS RECESS—19 days

1948

Second term begins.....8.15 P.M., Sunday, Jan. 4
Second term ends.....Wednesday, March 10

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Monday, March 29
Recitations close.....Thursday, June 3
Commencement.....Monday, June 7
Third term ends.....Monday, June 7

PHILLIPS ACADEMY

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.

1778—1786

EBENEZER PEMBERTON, LL.D.

1786—1793

MARK NEWMAN, A.M.

1794—1809

JOHN ADAMS, LL.D.

1810—1833

OSGOOD JOHNSON, A.M.

1833—1837

SAMUEL H. TAYLOR, LL.D.

1838—1871

FREDERIC W. TILTON, A.M.

1871—1873

CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.

1873—1901

ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.

1903—1933

CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.

1933—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

PHILLIPS ACADEMY

TRUSTEES

PRESIDENT

*HENRY LEWIS STIMSON, LL.D. HUNTINGTON, L. I., N. Y.

Elected 1905

CLERK

CLAUDE MOORE FUESS, PH.D., LITT.D., L.H.D., LL.D.

Elected 1933

TREASURER

ANDOVER

JAMES GOULD, A.B.

ANDOVER

Elected 1939

FRED TOWSLEY MURPHY, M.D.

DETROIT, MICH.

Elected 1908

PHILIP LORING REED

DEDHAM

Elected 1933

LLOYD DE WITT BRACE, S.B.

BOSTON

Elected 1933

FRANCIS ABBOT GOODHUE, A.B. HEWLETT, L. I., N. Y.

Elected 1935

ABBOT STEVENS, A.B.

NORTH ANDOVER

Elected 1935

HENRY WISE HOBSON, D.D.

CINCINNATI, OHIO

Elected 1937

ROBERT ABBE GARDNER, A.B.

CHICAGO, ILL.

Elected 1938

JAMES PHINNEY BAXTER, III, PH.D., LL.D.

Elected 1942

WILLIAMSTOWN

WILLIAM EDWARDS STEVENSON, M.A. OXON.

Elected 1943

OBERLIN, OHIO

LINDSAY BRADFORD, LL.D.

NEW YORK, N. Y.

Elected 1943

*Resigned October 18, 1946

PHILLIPS ACADEMY

OFFICERS OF ADMINISTRATION

CLAUDE MOORE FUESS, PH.D., LITT.D., L.H.D., LL.D.	
HEADMASTER	189 Main Street
<i>Instructor 1908-1933. Elected Headmaster 1933</i>	Appointed 1908
ALFRED ERNEST STEARNS, A.M., LITT.D., L.H.D., LL.D.	
HEADMASTER EMERITUS	"Archmeadow," Danvers
JAMES GOULD, A.B.	210 Main Street
TREASURER	Elected 1939
HENRY HOPPER	25 Phillips Street
ASSOCIATE TREASURER AND COMPTROLLER	Appointed 1915
OSWALD TOWER, A.B.	Hidden Field
DEAN OF THE FACULTY	Appointed 1910
<i>Instructor in Mathematics</i>	
GEORGE GRENVILLE BENEDICT, A.M.	80 Bartlet Street
DEAN OF STUDENTS	1930-1932, re-appointed 1933
JAMES RUTHVEN ADRIANCE, A.B.	6 School Street
DIRECTOR OF ADMISSIONS	Appointed 1934
ROBERT WHITTEMORE SIDES, A.B.	Hidden Field
ASSISTANT DIRECTOR OF ADMISSIONS	Appointed 1938
<i>Instructor in Mathematics</i>	
FRANK MAY BENTON, A.B.	9 Salem Street
DIRECTOR OF THE SUMMER SESSION	Appointed 1918
<i>Instructor in Latin</i>	

PHILLIPS ACADEMY

M. LAWRENCE SHIELDS, A.B.

ALUMNI SECRETARY

Instructor in Biology, 1923-1945

48 Central Street

Appointed 1923

RICHARD SAWYER PIETERS, A.M.

EXCUSING OFFICER

Instructor in Mathematics

Day 29

Appointed 1938

ALICE THACHER WHITNEY

RECORDER

27 Highland Road

Appointed 1902

The Administration Offices are in George Washington Hall.

Office hours—Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

PHILLIPS ACADEMY

FACULTY

CHARLES EMERSON STONE, PH.B. Andover
Instructor in French, Emeritus

ARCHIBALD FREEMAN, A.M. Cortland, N. Y.
Instructor in History, Emeritus

JOHN LEWIS PHILLIPS, A.B. Glen Ridge, N. J.
Instructor in Latin, Emeritus

FREDERICK EDWIN NEWTON, PH.B. West Hartford, Conn.
Instructor in Mathematics, Emeritus

FRANK O'BRIEN, A.B. Andover
Instructor in English, Emeritus

GEORGE FRANKLIN FRENCH, A.M. Andover
Instructor in French, Emeritus

LESTER EDWARD LYNDE, A.M. Andover
Dean, Emeritus

ROY EVERETT SPENCER, A.B. Marin, Canton Neuchâtel, Switzerland
Instructor in English, Emeritus

HORACE MARTIN POYNTER, A.B. Durham, N. H.
Instructor in Latin and Greek, Emeritus

FREDERICK MAY BOYCE, A.M. 154 Main Street
Instructor in Physics on the Emilie Belden Cochran Foundation
Appointed 1909

OSWALD TOWER, A.B. Hidden Field
Instructor in Mathematics
Appointed 1910

PHILLIPS ACADEMY

CARL FRIEDRICH PFATTEICHER, PH.D., TH.D.

Instructor in Music and Philosophy on the Martha Cochran Foundation 173 Main Street
Appointed 1912

FREDERIC WILLIAM HEATON STOTT, A.B.

Instructor in English Tilton House
Appointed 1912

MONTVILLE ELLSWORTH PECK 1 Highland Wayside
Physical Director Appointed 1916

LESTER CHARLES NEWTON, A.M. 29 Highland Road
Instructor in French Appointed 1918

FRANK MAY BENTON, A.B. 9 Salem Street
Instructor in Latin on the John Charles Phillips Foundation
Appointed 1918

WINFIELD MICHAEL SIDES, S.B. 89 Bartlet Street
Instructor in Mathematics on the Alfred Ernest Stearns Foundation
Appointed 1919

RAY ARTHUR SHEPARD, S.B. Foxcroft 13
Director of Physical Education Appointed 1919

ROSCOE EDWIN DAKE, S.B. Hidden Field
Instructor in Chemistry on the George Peabody Foundation
Appointed 1921

JOHN SEDGWICK BARSS, A.M. Hidden Field
Instructor in Physics Appointed 1923

GUY JOHNSON FORBUSH, A.B. Bartlet 5
Instructor in French 1917-1920, re-appointed 1924

ALAN ROGERS BLACKMER, A.M. 215 Main Street
Instructor in English on the Jonathan French Foundation
Appointed 1925

PHILLIPS ACADEMY

SCOTT HURTT PARADISE, A.M. <i>Instructor in English</i>	Hidden Field 1924-1925, re-appointed 1926
KENNETH SMITH MINARD, A.M. <i>Instructor in History</i>	17 Salem Street Appointed 1928
GEORGE KNIGHT SANBORN, A.B. <i>Instructor in Mathematics</i>	Rockwell House Appointed 1928
DIRK HUGO VAN DER STUCKEN <i>Instructor in German</i>	Paul Revere 6 Appointed 1928
EMORY SHELVEY BASFORD, A.B. <i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Bartlet 18 Appointed 1929
ALFRED GRAHAM BALDWIN, A.B., B.D. <i>School Minister and Instructor in Religion</i>	Hidden Field Appointed 1930
ROBERT EDWARD MAYNARD, S.B. <i>Instructor in Mathematics</i>	1 Judson Road Appointed 1931
LEONARD FRANK JAMES, A.M. <i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	6 Highland Road Appointed 1932
LIONEL DENIS PETERKIN, A.M. <i>Instructor in Latin on the Elizabeth Milbank Anderson Foundation</i>	45 Salem Street Appointed 1932
FREDERICK ELLSWORTH WATT, S.B. <i>Instructor in Mathematics</i>	143 Main Street Appointed 1932
DOUGLAS SWAIN BYERS, A.M. <i>Instructor in Anthropology</i>	Phillips Street Appointed 1933
ARTHUR BURR DARLING, PH.D. <i>Instructor in History on the Ammi Wright Lancashire Foundation</i>	238 Main Street 1917-1918, re-appointed 1933

PHILLIPS ACADEMY

BARTLETT HARDING HAYES, JR., A.B. <i>Instructor in Art</i>	Phillips Street Appointed 1933
ROGER WOLCOTT HIGGINS, A.M. <i>Instructor in English</i>	21 Phillips Street Appointed 1933
ALSTON HURD CHASE, PH.D. <i>Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation</i>	Bishop 30 Appointed 1934
NORWOOD PENROSE HALLOWELL, JR., A.B. <i>Instructor in English</i>	Appointed 1934
FRANK FREDERIC DI CLEMENTE, S.B. <i>Instructor in the Department of Physical Education and Assistant in Biology</i>	157 Main Street Appointed 1935
JAMES HOOPER GREW, A.B. Docteur ès Lettres de l'Université de Paris <i>Instructor in French</i>	169 Main Street Appointed 1935
HENRY PRESTON KELLEY, A.M. <i>Instructor in Spanish</i>	3 Hidden Road 1918-1928, re-appointed 1935
FREDERICK SCOLLER ALLIS, JR., A.M. <i>Instructor in History</i>	12 Highland Road Appointed 1936
CHESTER ARCHIBALD COCHRAN, A.M. <i>Instructor in French</i>	Bancroft 1 Appointed 1936
GEORGE LITTLE FOLLANSBEE, A.B. <i>Instructor in Biology</i>	12 School Street Appointed 1936
HERBERT LEIGH KINSOLVING, A.M. <i>Instructor in Mathematics</i>	Appointed 1936

PHILLIPS ACADEMY

STEPHEN WHITNEY, A.M. <i>Instructor in French</i>	39 Salem Street Appointed 1936
WALTER HASENCLEVER Dr. Jur. Heidelberg University <i>Instructor in German</i>	15 School Street Appointed 1937
FLOYD THURSTON HUMPHRIES, A.B. <i>Instructor in French</i>	147 Main Street Appointed 1937
HART DAY LEAVITT, A.B. <i>Instructor in English</i>	195 Main Street Appointed 1937
MILES STURDIVANT MALONE, Ph.D. <i>Instructor in History</i>	193 Main Street Appointed 1937
WILLIAM HAYES BROWN, A.B. <i>Instructor in English</i>	Johnson Hall Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	Day 29 Appointed 1938
ROBERT WHITTEMORE SIDES, A.B. <i>Instructor in Mathematics</i>	Hidden Field Appointed 1938
NORMAN ÉTIENNE VUILLEUMIER, A.B. <i>Instructor in English</i>	Paul Revere 23 Appointed 1938
JOHN BROMHAM HAWES, III, A.B. <i>Instructor in English, Assistant Dean of Students</i>	Adams Hall 1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin and Greek</i>	Taylor Hall Appointed 1940
HARPER FOLLANSBEE, A.B. <i>Assistant in Biology</i>	Rockwell House Appointed 1940

PHILLIPS ACADEMY

PATRICK MORGAN, A.B. <i>Instructor in Art</i>	141 Main Street Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Johnson Hall Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English</i>	Hidden Field Appointed 1941
FRANCIS BERTRAND McCARTHY, A.B. <i>Instructor in English</i>	Adams Hall Appointed 1941
JOSEPH STAPLES, A.B. Diplômé de l'Université de Paris <i>Instructor in French, Director of Public Relations</i>	36 Salem Street Appointed 1941
SUMNER CHASE COBB, S.M. <i>Instructor in Mathematics</i>	Bishop 10 Appointed 1942
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics and German</i>	Williams Hall Appointed 1942
THOMAS JOHN JOHNSON, S.B. <i>Associate in Physical Education</i>	11 School Street Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	77 Bartlet Street Appointed 1942
PHILIP POTTER, A.M. <i>Instructor in Religion, Assistant Dean of Students</i>	Tucker House Appointed 1942
NORMAN BROOKS FLOYD, PH.D. <i>Instructor in History</i>	Bancroft Hall Appointed 1943
JOHN PAYSON LANE, S.B. <i>Instructor in Physics and Chemistry</i>	153 Main Street Appointed 1943
ROBERT BATES TAYLOR, A.M. <i>Instructor in French</i>	Pemberton 4 Appointed 1943

PHILLIPS ACADEMY

ELBERT COOK WEAVER, A.M. <i>Instructor in Physics and Chemistry</i>	32 Phillips Street Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	Eaton 7 Appointed 1944
FRANK ADAMS BRITTINGHAM, S.B. <i>Assistant in Physical Education</i>	3 Dumbarton Street Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Day 8 Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i>	25 Highland Road Appointed 1944
ARTHUR WELLESLEY HOWES, JR., A.B. Fellow of the American Guild of Organists <i>Instructor in Music</i>	North Andover Appointed 1944
RADCLIFFE MORSE OXLEY, A.M. <i>Instructor in German and Latin</i>	Taylor Hall Appointed 1944
MANUEL FERRERA PINTO, A.B. <i>Instructor in Spanish</i>	73 Bartlet Street Appointed 1944
*CYRIL GARBUTT SARGENT, A.M. <i>Instructor in Mathematics</i>	Appointed 1944
RICHARD HARVEY SEARS, A.B., ED.M. <i>Instructor in Latin</i>	Rockwell House Appointed 1944
WILLIAM ABBOTT CHEEVER <i>Instructor in Art</i>	Salem Street Appointed 1945
HOWARD PALMER JOHNSON, PH.D. <i>Instructor in History</i>	Andover 7 Appointed 1945

*On leave of absence, 1946-1947.

PHILLIPS ACADEMY

RALPH LESLIE SMALL, A.M. <i>Instructor in English</i>	Draper 4 Appointed 1945
WILLIAM HENRY HARDING, A.B. <i>Instructor in History</i>	34 Salem Street Appointed 1946
FREDERICK ALMON PETERSON, JR., A.M. <i>Instructor in English</i>	Junior House Appointed 1946
CHARLES HENRY STEVENS, A.M. <i>Instructor in Latin</i>	Williams Hall Appointed 1946

OLIVER WENDELL HOLMES LIBRARY

MRS. THERESA WALLEY RICHARDSON, S.B. <i>Librarian</i>	23 Salem Street
RUTH BROWN, A.B. <i>Chief Cataloguer and Custodian of the Charles H. Forbes Collection of Vergiliana</i>	137 Main Street
ELIZABETH EADES, A.B., S.B. <i>Reference Librarian</i>	67 Bartlet Street
ELIZABETH M. BOYCE, S.B. <i>Assistant in the Library</i>	154 Main Street
VIRGINIA REMINGTON <i>Secretary in the Library</i>	North Main Street

PHILLIPS ACADEMY

ROBERT S. PEABODY FOUNDATION FOR
ARCHAEOLOGY

- DOUGLAS SWAIN BYERS, A.M. Phillips Street
Director
- FREDERICK JOHNSON, S.B. 1 Woodland Road
Curator
- ALFRED VINCENT KIDDER, PH.D. Cambridge
Research Associate in Southwestern Archaeology
- GRACE V. MORIN 155 Elm Street
Secretary

ADDISON GALLERY OF AMERICAN ART

- BARTLETT HARDING HAYES, JR., A.B. Phillips Street
Director
- MARY C. RATHBUN, A.B. Andover
Research Assistant
- JANE PATTERSON 24 Johnson Road
Secretary and Registrar
- WARREN BEACH, M.F.A. Winchester
Addison Gallery Fellow in Museum Training

THE DEPARTMENT OF HEALTH

- JAMES ROSWELL GALLAGHER, M.D. 51 Highland Road
School Physician

PHILLIPS ACADEMY

THOMAS JOHN JOHNSON, S.B. 11 School Street
Associate in Physical Education

FRANK ADAMS BRITTINGHAM, S.B. 3 Dumbarton Street
Assistant in Physical Education

KATHRYN PARK, R.N., B.N. The Isham Infirmary
Head Nurse

MRS. HELENE DURBROW 24 Florence Street
Associate in Language Training

MARY ELIZABETH BUTLER, A.A. 22 Central Street
Assistant in Language Training

MRS. LUCIA PISKORSKI 28 Phillips Street
Assistant in Language Training

DOROTHY A. GATES 73 Chestnut Street
Technician

MRS. MARION COLE North Main Street
Secretary to the School Physician

THE DEPARTMENT OF ATHLETICS

RAY ARTHUR SHEPARD, S.B. Foxcroft 13
Director of Athletics

STEPHEN STANLEY SOROTA, S.B. 254 Main Street
Coach of Football

JOHN WILLIAM MEANY, S.B. Jamaica Plain
Assistant Coach of Football

PHILLIPS ACADEMY

EARLE FREDERICK LITTLETON, S.B.	Winchester
<i>Coach of Lacrosse</i>	
JAMES RYLEY	50 Salem Street
<i>Coach of Soccer</i>	
JOHN FRANK BRONK	Reading
<i>Assistant in the Department of Athletics and Trainer</i>	

OTHER OFFICERS

GEORGIA R. MACDONALD	215 Main Street
<i>Secretary to the Headmaster</i>	
NETTIE I. CROSBY	Lawrence
<i>Secretary to the Headmaster</i>	
ANN S. LESLIE	100 Highland Road
<i>Secretary to the Treasurer</i>	
MRS. RUTH L. ERMER	100½ Main Street
<i>Secretary to the Dean of the Faculty and to the Director of Admissions</i>	
RUTH M. WHITEHILL	Porter Road
<i>Secretary to the Dean of Students and Director of the Bureau of Self-Help</i>	
MRS. RUTH P. ELLISON	Ballardvale Road
<i>Secretary to the Director of the Summer Session</i>	
MRS. EUNICE L. DAILEY	41 Summer Street
<i>Accountant</i>	
MARION E. HILL	93 Central Street
<i>Secretary in the Purchasing Department</i>	
MRS. ISABEL R. MURPHY	Ballardvale
<i>Secretary in the Maintenance Department</i>	

PHILLIPS ACADEMY

MRS. HELEN B. CANNON <i>Alumni Recorder</i>	54 Salem Street
MRS. RUTH A. WHITE <i>Secretary to the Associate Treasurer</i>	7 Cedar Road
MRS. GERTRUDE B. HART <i>Secretary to the Director of Public Relations</i>	Lawrence
W. VERNE PORTER <i>Superintendent of Maintenance</i>	139 Chestnut Street
ELIZABETH L. DEAN <i>Matron of Williams Hall</i>	Williams Hall
ROBERT A. LEETE <i>Manager of the Commons</i>	3 Highland Wayside
M. WILLARD RICHARDSON <i>Dietitian of the Commons</i>	North Wilmington

PHILLIPS ACADEMY

ACADEMY PREACHERS 1946-47

September	22	Dr. Claude M. Fuess
	29	Rev. A. Graham Baldwin
October	6	Rev. Earl F. Adams
	13	Dr. Alfred E. Stearns
	20	Rt. Rev. Henry Wise Hobson
	27	Rev. James Gordon Gilkey
November	3	Rev. A. Graham Baldwin
	10	Rt. Rev. Henry K. Sherrill
	17	Rev. John S. Moses
	24	Dr. Allan V. Heely
December	1	Rev. J. Edgar Park
	8	Rev. Howard L. Rubendall
	15	Dr. Claude M. Fuess (Christmas Vespers)
January	12	Rev. Morgan P. Noyes
	19	Rev. Charles R. Brown
	26	The Rev. Bishop G. Bromley Oxnam
February	2	Rev. A. Graham Baldwin
	9	Rev. Adam W. Craig
	16	Rev. Robert Russell Wicks
	23	Rev. Frederick B. Kellogg
March	2	Rev. A. Graham Baldwin
	9	Rt. Rev. John T. Dallas
April	6	Rev. A. Graham Baldwin (Easter)
	13	Rev. Guthrie Speers
	20	Rev. Allan K. Chalmers
	27	Rev. Reuben Field Pieters
May	4	Rev. A. Grant Noble
	11	Rabbi Joshua Loth Liebman
	18	Rev. Sidney Lovett
	25	Rev. Carl H. Elmore
June	1	Rev. A. Graham Baldwin
	8	Dr. Claude M. Fuess (Baccalaureate)

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds and morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and

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that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

The School was opened for instruction April 30, 1778, in a building which had earlier been used as a joiner's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger wooden school-house was built. On November 5, 1789, George Washington, President of the United States, visited Andover, and addressed the students assembled on the Old Training Field. In 1808 Andover Theological Seminary for the professional training of Congregational ministers was established, largely through the efforts of the Phillips family and Dr. Pearson, and this new foundation was committed to the Trustees of Phillips Academy. In 1907 the theological trusts were transferred to a newly created independent board of trustees, and in 1908 Andover Theological Seminary was removed to Cambridge.

The fourth principal, John Adams (1810-1833), raised the repute of the school, increased the attendance, and enlarged the

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number of teachers. The second school-house was burned on January 28, 1818, and a new brick Academy designed by the famous architect Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, *The School Boy*, is still in use. In 1834-36 the dormitories known to so many generations of Phillips boys as "Latin Commons" and "English Commons" were built under the direction of Samuel Farrar, treasurer of the Academy.

Samuel H. Taylor, whose reign of thirty-three years is as yet the longest in the school history, was elected principal in 1838. He was a strong and vigorous personality, who made an enduring impression on all who came under his influence. In 1866 a new Academy Building was erected through the gifts of many friends; it was afterward twice reconstructed, and finally razed in 1928. Dr. Taylor died on January 29, 1871, in the vestibule of the Academy Building.

The modern period of the School's history began in 1873 with the arrival of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. He made a complete revision of the curriculum, greatly broadening the range of studies and enabling the school to meet the entrance requirements of any college or scientific school, and he gathered about himself a larger and more efficient body of teachers. The attendance increased: in 1873 there were 262 pupils; in 1895, 524; and after 1892 the number never dropped below 400. Dr. Bancroft also strove to secure additions to the equipment; dormitories, a good laboratory, and the Borden Gymnasium were built through his efforts.

On June 5 and 6, 1878, Phillips Academy celebrated its centennial anniversary with elaborate exercises. At this time a fund of one hundred thousand dollars was raised, partly for the endowment of the principal's chair and for one in Latin.

In 1901 the Trustees accepted a museum and large foundation

PHILLIPS ACADEMY

for research in American Archaeology, the gift and legacy of Robert Singleton Peabody and his wife, Margaret Augusta Peabody.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. During the first World War the ambulance unit of Phillips Academy, which sailed overseas in April 1917, was the first to be organized by any American school. Of the alumni two thousand three hundred were enrolled in the military or naval service of the United States or its allies. The Memorial Tower, with a carillon of bells, commemorates the loyalty of the eighty-seven who gave their lives for their country. In 1920 more than one and a half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall was built and the centre of the School permanently fixed in its present site. In the later years before that event, and in years succeeding, many other important buildings were given to the Academy, and the devotion of its alumni and friends has enlarged its endowment.

On May 18 and 19, 1928, Phillips Academy observed its sesquicentennial anniversary, at which the principal address was made by Calvin Coolidge, President of the United States.

The Sesquicentennial ushered in a period of physical expansion unexampled in the history of the school. Within four years Samuel F. B. Morse Hall, Paul Revere Hall, the Oliver Wendell Holmes Library, the Moncrieff Cochran Sanctuary, the Commons, the Andover Inn, the Addison Gallery of American Art, and the Cochran Chapel were all added to the school's equipment. With the addition of these buildings Andover not only became one of the most beautiful schools in America but also gained unequalled facilities for stimulating the intellectual and cultural

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interests of the students. By the Enabling Act of 1929 the Trustees were empowered to hold property, real and personal, without limitation as to amount.

In 1933 Dr. Alfred E. Stearns, for thirty years Headmaster, who more than any other had built up the school's position and reputation, was forced through ill-health to resign. Professor Charles H. Forbes, who for over forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During that year the curriculum was revised to its present form, emphasizing history, science, and the fine arts, and making the study of the classical languages optional. This revision was made with the aim not only of meeting changed educational conditions, but more especially of providing a broader cultural background for the pre-college student.

Two valuable additions to the physical equipment of the Academy, Rockwell House and the new wing of the Isham Infirmary, were ready for occupancy in 1935. The remodelling of the interior of Bulfinch Hall, completed in January 1937, provided headquarters for the Department of English. A Teachers' Pension Plan has recently been established through a fund raised by alumni and friends; and gifts from various sources have made possible the addition of many teachers to the staff, with a consequent decrease in the size of classroom sections.

During the second World War the school policies and programs were necessarily somewhat modified to meet government needs. The basic aims of Phillips Academy, as a place where the liberal arts are taught, remain, however, essentially unchanged.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle socially with other boys from all sections of the country, some rich and some working for their education,

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but all valued for themselves rather than for their positions or their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly coöperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

THE COURSE OF STUDY

The curriculum of Phillips Academy provides instruction in several fields for every boy. It aims to consider the tastes, ambitions, and abilities of the individual boy without omitting in other fields those contacts which will be essential for sympathetic and intelligent reactions to the life about him. It is planned for boys who will enter college and scientific school, and instruction is given in all subjects required for entrance to higher institutions. Class-room groups are small enough to permit individual atten-

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tion. Students are placed in sections fitted to their attainment and ability.

The program of studies is given in detail on page 41-44, but it may be noted here that boys who take the full four-year course usually study English during each of the four years, history during each year, mathematics for at least three years, science for at least two years, and foreign languages during at least three years. They also complete additional work in one or more of these fields. Furthermore, in the Lower Middle year they study the development of religious ideas; in the Upper Middle year they take a course in the appreciation of art and of music; and in the Senior year they may choose certain of their courses from a long list of elective subjects. Opportunity for practical work in art and in music is also provided.

It is highly desirable that applicants, in particular those for the Upper Middle and Senior Classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

CLASS OFFICERS

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests. The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable.

PLAN OF RESIDENCE

Andover students live together in the academy dormitories or in faculty houses. Each dormitory or house is under the close supervision of the instructor who lives in it. Boys may room alone or with a roommate. The youngest boys live in the Williams Hall unit,—dormitories with their own dining hall, group of proctors,

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and special regulations. The more mature Juniors live in Rockwell House. In these buildings the boys receive the special care suited to their age. As boys make a successful transition from the home to school life and learn to use wisely the school's freedom, they move into the larger dormitories.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the school is based upon the belief that education at its best involves the development of ethical idealism, spiritual insight, and Christian character. These qualities are essential in learning "the great end and real business of living." The Headmaster and faculty recognize that the total program of the school should be grounded upon and consistent with the finest ethical and religious values man has discovered. To a certain degree, therefore, Andover's whole educational policy is dominated by a belief in the importance of ethics and religion.

The program of the school includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. *Attendance at daily Assembly and at the church service on Sunday is required. The Sunday Services are conducted by the Headmaster, by the School Minister, and by visiting clergymen of various denominations. The Acade-

*Upon written request from their parents or guardians students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

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my Church is a non-sectarian body with membership open to all. The Society of Inquiry and Circle A are student organizations which develop each year their own programs along lines of community welfare work, forum meetings, and discussion groups.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

THE ACTIVITIES PROGRAM

For a short period after luncheon or for a little longer period after dinner boys may devote some of their unassigned time to non-athletic extra-curricular activities. Boys are then free, if they wish, to participate in any hobby they desire—printing, model planes and railroads, studio art, radio, and dramatics—for all of which equipment and instruction are provided. Some boys do intensive laboratory work or special reading, or participate in small groups in oral practice of a modern foreign language, often-

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times over the dinner table. Others work on the publications, sing in the Glee Club, or play in the Orchestra or Band. Trips are arranged for the Outing Club on free afternoons, and also for groups with some special social or cultural interest. There are groups for the study of and participation in aviation, rifle shooting, stamp collecting, and yacht racing. Debating enjoys deserved popularity, and the Wednesday noon meetings of Philo in the well-appointed debating room in Bulfinch Hall are well attended. The program is flexible and purely voluntary. Every encouragement is given to boys who wish to pursue a healthful and useful hobby.

LECTURES AND CONCERTS

During each school year a varied program of lectures and entertainments is given, without charge to members of the student body, in the Meeting Room in George Washington Hall. In recent years eminent speakers at the Academy have included Margaret Bourke-White, John Mason Brown, Lewis W. Douglas, Robert Frost, Robert M. Hutchins, Rockwell Kent, John Kieran, Carl Sandburg, George E. Sokolsky, Norman Thomas, Alan Villiers, Bradford Washburn, and Frank Lloyd Wright. Among the noted concert artists who have appeared on the stage of the Meeting Room are Richard Crooks, Roland Hayes, Lotte Lehmann, John McCormack, Kerstin Thorborg, the Don Cossacks; Percy Grainger, Vladimir Horowitz, Jose Iturbi, Luboshutz and Nemienoff, Sergei Rachmaninoff; Mischa Elman, Fritz Kreisler, Joseph Szigeti, and Efrem Zimbalist. Other well-known entertainers have included La Argentina, Helen Howe, The Trudi Schoop Ballet, The Ted Shawn Dancers, and Cornelia Otis Skinner.

In addition to this regular annual program of entertainments, numerous informal talks are given by faculty members and outside speakers for interested groups of students, and the stage of the Meeting Room is used for presentations by the Academy Dra-

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matic Club and for plays given by the Foreign Language Departments. On Saturday evenings and special occasions motion pictures are shown in the Meeting Room, and frequent informal student entertainments and speaking contests are also held there.

On Sunday evenings in the Cochran Chapel the Director of Music regularly plays an informal, half-hour organ recital on the Martha Cochran Memorial Organ. During the Academic year 1946-47 he is playing the complete organ works of J. S. Bach.

During the fall and spring terms there are frequent carillon recitals upon the thirty-seven bells in the Memorial Tower. The carillon music is often supplemented by a choir of brass instruments.

HEALTH SUPERVISION

Under the supervision of the School Physician a definite program is carefully followed in an effort to improve each student's health, to prevent disease or to control its spread, to maintain a satisfactory community hygiene, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, and proper recommendations are made and a report sent to the parents.

The Department of Health supervises the correction of reading and spelling disabilities, speech difficulties, and postural defects, and urges parents to call to its attention any evidence of personality traits which might interfere with a boy's optimum adjustment. The body-building program is also under the supervision of this Department.

The Isham Infirmary is a modern, well-equipped small hospital, efficiently managed and attentive to each individual's needs and comfort. Six graduate nurses are in residence during the entire school year, and this number is increased when necessary. Excellent laboratory and X-ray facilities are available.

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The illnesses and injuries which arise in the student body are cared for by the School Physician. A staff of consultants, including several prominent Boston physicians and surgeons, is available. These men also are members of this department's Advisory Board, and they meet and discuss with the School Physician problems and policies of health administration as they arise. At the present time the members of the Advisory Board are Drs. Arthur W. Allen, W. Lloyd Aycock, Franklin G. Balch, J. Dellinger Barney, Donald King, Edwin Place, George Tobey, George Van Gorder and Mr. Robert J. H. Kiphuth. It is the policy of the department to seek expert advice without hesitation in order to assure the student of the best medical opinion. Cases requiring major surgical procedures are hospitalized in Boston unless the parent prefers otherwise. Parents are notified promptly of any illness and are kept well informed concerning its course.

Complete modern facilities for the care and repair of teeth are available at the Infirmary, a full-time dental hygienist is on the staff, and capable Boston dentists make visits at regular intervals, so that fillings and other dental work may receive efficient attention without the necessity of trips out of town. Dr. C. P. Bonin, a Boston dentist who specializes in the straightening of teeth, is at the Infirmary two days each week. Orthodontia which has been begun at home may be carried on here by this specialist, in cooperation with the student's own dentist.

There is no charge for care of students confined to the Infirmary because of illness, no matter how prolonged the patient's stay, but parents are responsible for the fees of consulting physicians and private nurses in the rare instances when these are necessary. An optional, low-cost medical and surgical reimbursement plan, designed to assist parents in budgeting those hospital and consultants' charges is offered and is strongly recommended.

The Academy rules require that each student upon entering school present either a scar of vaccination against smallpox or a

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physician's certificate stating the date of vaccination, and also evidence of having had a negative Schick Test or of having had the toxoid or toxin-antitoxin prophylaxis against diphtheria. Tetanus Toxoid immunization is strongly advised and is given to all entering students who have not previously had this protection.

PHYSICAL TRAINING

All students are required to take some form of supervised exercise at least four times a week throughout the school year. In addition, four half-hour periods of body-building per week are required of every boy. Upon entering the School each boy is given a careful physical and medical examination. He is also given a physical efficiency test. If he passes this, he may elect the sport which he desires to follow. If he does not pass it, he is given special developing exercises suited to his particular needs. Special attention is given to those who lack normal development or have postural defects. The greater part of the exercise of the normal boy is taken in the form of sports, either with the School teams or with one of the four athletic groups into which the School is divided in order that students may compete with others of their own size, age, and ability. Special emphasis is placed on conditioning exercises for all school teams and for intramural teams in all sports. No student is allowed to compete on School teams without permission of the Director of Physical Education. The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physician's services shall be rendered and infirmary care provided without charge.

REQUIREMENTS FOR ENTRANCE

The requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its minimum requirements, it is necessary to discriminate among the candidates on the basis of their records and promise. Geographical distribution and priority of application are among the factors that must be taken into consideration. Character, personality, and breadth of interest play a large part in the selection of applicants, which is not made on the basis of scholarly attainment alone. Candidates for entrance should take examinations as directed by the Admissions Office, and each applicant is asked to take the Aptitude Test; but the general school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. Only a small number can be received in the Senior Class and a slightly larger number in the Upper Middle Class. It is much easier, as well as more profitable, to enter a lower class at the appropriate age than to secure admission to a higher class later.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 41-44. This outline indicates the work which is done each year by a student who is neither behind nor ahead of his class in any subject. *It is not required that all the studies of a student shall be in the class in which he is rated. He is permitted to take individual subjects below or above that class if his preparation in the prerequisites of those subjects justifies such action.* But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years. Students entering any of the three upper classes may, in some instances, receive

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credit for courses taken at their previous schools as a substitute for the Academy's minor courses.*

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from entrance examinations in Arithmetic and in English, which all candidates for the Junior Class are required to take. The examination in Arithmetic covers common and decimal fractions, square root, denominate numbers, percentage, and interest. The examination in English tests the candidate's knowledge of grammar and his ability to write a clear and idiomatic composition of about three hundred words in length. The examination in grammar covers the parts of speech and the standard uses of words, phrases, and clauses in the sentence. The quality of the composition determines whether the candidate shall pass or fail the examination. His proficiency in grammar determines the section in which he shall be placed.

Some acquaintance with a foreign language is helpful: although not essential, it is recommended. Boys who have a sufficient knowledge of Latin to enter an advanced section of Latin 1 should write an entrance examination in Latin also; and those who are prepared to enter an advanced section of Mathematics 1 should write the entrance examination in Algebra set for that purpose. The Latin examination will be based on the Latin Beta

*See page 41.

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requirements of the Secondary Education Board; and the Algebra paper will be upon the topics covered in Parts I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill)—enlarged edition.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Cp. paper will be placed in advanced sections of Junior Latin.

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, examinations are required on the work of the Junior year in Algebra, in English, and in foreign language. This work is outlined on page 42 and is described in pages 45-72. *In many instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language in the pamphlet of 1946 examination papers (see page 40).* Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Cp. (Gamma), and French Cp. (II or III) examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2* respectively.

UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should write ordinarily the Academy's examinations for entrance to English 3, †Mathematics 3A or 3B, and also examinations in other subjects amount-

*See pages 50-51.

†The examination for entrance to Mathematics 3A (for credit in two units of algebra) will cover the work of the Academy's Mathematics 2 course, outlined on page 62. The examination for entrance to Mathematics 3B (for credit in

(Footnote continued on next page)

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ing to four or in some instances to three units. Most candidates should write examinations covering two units of one foreign language and one or two units of a second foreign language.

Early applicants who have maintained consistently high records at their previous schools may apply for entrance without examinations other than the Aptitude and English tests.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits which cover the work of the Academy's three lower years or its equivalent. Examinations set by the Academy in English and in other subjects studied by the candidate in the current school year are usually required.

Early applicants who have maintained consistently high records at their previous schools may apply for entrance without examinations other than the Aptitude and English tests.

RETURNING VETERANS

A program designed for properly qualified veterans is in operation during the current year and will be in operation during 1947-1948. Inquiries should be addressed to the Director of Admissions.

PROCEDURE IN APPLYING

In making application for admission to the Academy the form in the back of this catalogue should be filled out carefully and completely and forwarded to the Director of Admissions, together with a small photograph or snapshot of the boy. Letters from two of the applicant's teachers and one or two additional sources should be sent in directly from the writers to the Academy at the earliest possible date. Letters from other than teachers are most

one unit of plane geometry) will cover the work in Plane Geometry as outlined in the Academy's Mathematics 3A course on page 63.

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useful when they come from scoutmasters, camp directors, and others who have had an opportunity to observe the boy on frequent occasions and can write in some detail. *Whenever possible, it is desirable that boys come to Andover for an interview. Appointments for such interviews should be made in advance.*

Complete official records of the applicant's work and standing in schools formerly attended are required. The Academy generally sends a preliminary request for this information immediately on receipt of the final application form.

Each candidate should take in May such examinations as the requirements outlined on pages 35-38 demand. *Boys should not count on qualifying by means of September examinations without definite assurance from the school authorities of the possibility of their admission in this way.*

Rooms are assigned to incoming students during the summer, in the order in which their admission applications are filed. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 32-34) for the Academy's regulations regarding immunization against certain infectious diseases.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Friday and Saturday, May 16 and 17, 1947. The schedule of hours is announced in April. The examinations will be given as follows:

In Andover: George Washington and Samuel Phillips Halls,
Phillips Academy;

In New York: Room 207, Union Theological Seminary;

In other cities by special arrangement.

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For examinations in Andover there is a fee of \$2.00. For those taken elsewhere a fee of \$5.00 is required.

The Secondary Education Board's examinations (which may be used for entrance to the Junior and Lower Middle classes) will be given in many cities on June 2 and 3.

On Tuesday, September 16, 1947, the Academy examinations will be held in Andover only, at 9.00 A.M., according to a schedule of rooms and hours announced at that time.

A pamphlet of the Academy's 1946 examination papers, which contains most of the examinations given in May of that year, will be supplied upon request.

ROOM EQUIPMENT AND CLOTHING

The Academy furnishes each room with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student, but no additional electrical appliances are permitted. Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name. The Academy does not issue a detailed list of necessary equipment, but all boys are advised to bring extra bedding and warm clothing for the winter months. Athletic equipment is provided for varsity and junior varsity teams in most sports, but all boys are advised to bring whatever equipment they already own.

Parents are referred to the statement on "General Regulations" (pages 73-74) for further information.

COURSE OF STUDY

1946-1947

*SYNOPSIS OF COURSES

As the curriculum is planned to effect a progressive development, it is desirable for the student to take the entire course in the Academy. Admissions to the two upper classes are therefore limited to a small group.

In choosing his course of study, the student should consider as early as possible what college or technical school he intends to enter. A proper choice of course and of elective subjects will prepare fully for any higher institution.†

For full membership in a given class students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

During his four years in the Academy a student who enters the Junior Class ordinarily takes the following major courses, a major course being one which meets four or five times a week: English 1, 2, 3, 4; Foreign Language 1, 2, 3; a second Foreign Language 1, 2; Mathematics 1, 2, 3; Science; History 4; and one elective major course. In addition, he takes minor courses in History, Religion, Elementary Science, and Art and Music. The distribution of subjects is described on the following pages, with exceptions indicated. The Description of Courses begins on page 45.

*See page 35, third paragraph.

†See page 28, "Class Officers."

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Junior Year

English 1	4	hours a week
*Foreign Language A1	5 or 4	" " "
Mathematics 1	5	" " "
Elementary Science	3	" " "
History 1	3	" " "
<hr/>		
Total	20 or 19	" " "

Lower Middle Year

English 2	4	hours a week
Foreign Language A2	4	" " "
†Foreign Language B1	5 or 4	" " "
Mathematics 2	4	" " "
Religion	2	" " "
History 2	2	" " "
<hr/>		
Total	21 or 20	" " "

Upper Middle Year

English 3	3½	hours a week
Foreign Language A3 or ‡Science	5 or 4	" " "
Foreign Language B2	4	" " "
Mathematics 3	4	" " "
History 3	3	" " "
Art and Music	2	" " "
<hr/>		
Total	21½ or 20½	" " "

*Latin, Greek, French, or German.

†One of the foregoing not taken in Junior year, or Spanish.

‡Biology, Chemistry, or Physics.

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Senior Year

English 4	4	hours a week
History 4	5	" " "
‡Science or Foreign Language B ₃ (whichever is not taken in U.M.)	4	" " "
Elective (Major)	4 or 5	" " "
Elective (Minor)	2 or 1	" " "
Total	19	" " "

‡Biology, Chemistry, or Physics.

The following modifications in the foregoing program may be made:

- A student who takes three years of Latin and two years of Greek is allowed to omit Art and Music, and in his Senior year may take any two of Greek 3, Science, History 4.
- Candidates for any college which requires Mathematics 4, Chemistry, and Physics may omit the third year of a foreign language, if such omission is necessary to avoid an excessive schedule.
- Students whose previous work in foreign language has been of superior quality may, by special permission, take two foreign languages in the Junior Year.
- Students who enter the Senior year with insufficient credit in foreign language may take German 1-2 or Spanish 1-2, for the purpose of establishing credit for two years' work in one of these subjects.
- In exceptional cases, incoming Upper Middlers and Seniors may, by special permission, meet the Academy's diploma requirements on completion of two units in each of two foreign languages, in addition to four units in mathematics and two in laboratory science.

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SENIOR ELECTIVES*

English 5	3	Mechanical Drawing	2
French 3R	2	Introduction to Art	2
French 5	2	and Music	
German 1-2	6	Studio Art	2
German 4A	2	Advanced Art	2 or 4
German 4B	2	Harmony	2
German 5	2	Piano or Organ	2
Greek 1-2	5	Senior Music Appreciation	2
Greek 4	1	Music Major	4
Spanish 1-2	6	Religion 2	2
Latin (Horace)	1	Anatomy and Evolution	2
History 5	1	Anthropology	2
History of Civilization	2	Business Practice	2
Mathematics 5A	2	Navigation	2
Mathematics 5B	2	Philosophy	2
Mathematics 6	1	Public Speaking	2
Mathematics 7	4	Social Problems	2

*Other major courses may be taken as Senior Electives.

DESCRIPTION OF COURSES

ENGLISH

The main purposes of the English courses are to help boys to write and speak clear, idiomatic English; to understand as fully as possible what they read; to increase the range and depth of their understanding of men and society through knowledge of the best English and American literature; and, in the process of developing standards of judgment and of taste, to find enduring pleasure in reading good books.

Classes in English range in size from ten to fifteen boys. In the three upper years the ablest boys are assigned to honors sections, where they do advanced work and where they are encouraged to develop their particular literary abilities. All boys meet their instructors for individual conferences at frequent intervals.

Throughout the English program stress is laid upon the operations of language,—on the ways in which words are used, in speech and in writing, to convey meanings. To provide concentrated training in the basic skills of reading, writing, and speaking, without reasonable mastery of which effective work in school or college is difficult, certain hours are set aside for that specific purpose.

The following is a brief summary of the main emphases and kinds of work done in each of the four required years of English. It should be noted that a syllabus of the work covered by any given year of English cannot be given here. Although continuity is maintained throughout the English program and the main emphases for each course are established by the Department, selection of specific teaching materials and methods of instruction are frequently left to the individual teacher so that he may shape his course most effectively to the needs and background of his

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class. Consequently texts vary from year to year and from teacher to teacher. No one class will read all of those listed below for each course.

ENGLISH 1 meets four periods a week, all requiring outside preparation. The work of this course covers (1) a review of grammar, spelling, and punctuation; (2) the reading and discussion of various types of literature; and (3) composition, at first narration and description, later elementary exposition.

Especial attention is paid to teaching the theory and practice of effective oral expression. Other class hours are regularly devoted to exercises in the analytical reading of short passages of prose and poetry and to extemporaneous writing under the close guidance of the teacher.

Students are sectioned in English 1 according to the quality of their preparation in the fundamentals of English grammar. During the first half of the year, those who need intensive review of fundamentals devote more time to grammar and rhetoric than to literature; the others reverse the proportion. Representative texts are *A Book of Short Stories*, edited by Pugh (Macmillan), Masfield's *Dauber* (Macmillan), *Julius Caesar*, *A Tale of Two Cities*, *The Yearling*, *Lively Lady*, *Yesterday and Today* (Harcourt, Brace), *Correct English*, edited by Tanner (Ginn and Co.).

ENGLISH 2 meets four periods a week, all requiring outside preparation. The course includes (1) a review of grammar, spelling, and punctuation; (2) elementary study of the rhetoric of the sentence, the paragraph, and the whole composition; (3) practice in composition, with increasing emphasis upon exposition; (4) the reading and discussion of various types of literature; (5) oral reading.

Representative texts are *Adventures in Appreciation* (Harcourt, Brace), *Short Stories* (Harcourt, Brace), *David Copperfield*, *The Rise*

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of *Silas Lapham*, *Arrowsmith*, *As You Like It*, *The Merchant of Venice*, *Romeo and Juliet*, *Poems for Modern Youth* (Houghton Mifflin), *Poems for Enjoyment* (Harpers), and *A Handbook of English* (Oxford).

ENGLISH 3 meets four periods a week, of which three require outside preparation. The prepared hours are devoted to (1) literature and (2) rhetoric. The four main types of literature—fiction, the drama, the essay, poetry—are examined in representative texts of graduated difficulty, with continued emphasis upon close reading and explication. Typical texts in this year are *Far from the Madding Crowd*, *Henry Esmond*, *Victory*, *Of Human Bondage*, *Fortitude*, *Ethan Frome*, *The Mayor of Casterbridge*, Bacon's *Essays*, *Milestones of the Drama* (Harcourt, Brace), *Macbeth*, plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harpers), the poems of Browning, *John Brown's Body*, and *An Introduction to the Study of Poetry* (American Book Co.)

ENGLISH 4 meets four periods a week, all requiring outside preparation. The work of this course gives continuing training, on an advanced level, (1) in the reading and discussion of the work of important English and American authors; (2) in detailed analysis of passages of prose and of poetry; and (3) in composition and rhetoric.

Representative texts in this year are *Tess of the D'Urbervilles*, *The Ordeal of Richard Feverel*, *The Scarlet Letter*, *The Forsyte Saga*, *Understanding Fiction* (Crofts), *Great Modern Short Stories* (Modern Library), *Hamlet*, *Othello*, *Henry IV, Part 1*, *Antigone*, plays of Ibsen, Shaw, Galsworthy, O'Neill, *British Poetry and Prose* (Houghton Mifflin), *Essays of Three Decades* (Harpers), *Writing and Thinking* (Scribners), Strachey's *Queen Victoria*, *Understanding Poetry* (Holt).

In each English course, in addition to reading done for class

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discussion, students do outside reading which is guided, although not wholly prescribed, by the English teacher.

In each course opportunity and encouragement are given for creative writing in short story, poem, and essay. The Department sponsors a series of prize competitions throughout the year to stimulate interest in creative writing.

ENGLISH 5, meeting three periods a week, is an elective course open to students who have successfully completed four years of secondary school English or who have otherwise demonstrated ability to do advanced work in English.

The object of the course is to examine and interpret significant phases of the development of culture and civilization in the United States by a reading and study of selected books in American literature. Among others, the following American authors are studied carefully: Franklin, Thoreau, Emerson, Hawthorne, Melville, Whitman, Dreiser, O'Neill, Wolfe. Through the study of these men the course seeks to analyze the main trends of American thought as expressed in our literature. This study is supplemented by extensive outside reading in Parrington and Mumford to gain an understanding of American literature as the product of certain forces and ideas which have characterized American intellectual development. All books chosen for close reading are studied in their proper historical setting. Though there is no instruction in the art of composition as such, there are frequent reports and essays on topics appropriate to the course. The anthologies used in the course are *A College Book of American Literature* (American Book Co.) and *American Thinking and Writing* (Appleton-Century).

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PUBLIC SPEAKING

It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first two years.

In the Senior year a two-hour elective course provides training in the delivery of memorized selections, in expository speeches, and in brief writing and argumentative speeches. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The text used is Sarett and Foster's *Basic Principles of Speech* (Houghton Mifflin).

*FRENCH

The Department of French offers a continuous course, in which the emphasis is laid upon teaching the student to understand the spoken word, to express himself in the foreign tongue, to read the written language with ease, and to learn about the history, culture and democratic tradition of France. The Department is seeking to accomplish these goals by means of the "Cleveland Plan" in which the foreign language is used exclusively in the classroom. This plan was put into effect in September, 1945, in all French 1 and in two special French 2 divisions; in 1946-47, it was adopted for all old boys in their first two years of French; next year, it will be followed in French 3 as well. Experimental sections during 1944-45 have convinced the Department that this method of modern language teaching, without recourse to English as a medium, results in a more thorough appreciation for and knowledge of the subject. It is to be hoped that the increased success of this method throughout the country will soon make it possible to do away with any sections still following the

*See footnote on page 56.

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old technique. Until this is true, special divisions will be continued at the second and third-year levels for those students coming from other schools who have not been taught by the direct method.

In FRENCH 1, the first twenty-six lessons of DeSauzé's *Nouveau Cours pratique de français pour commençants* (John C. Winston Co.) are covered. Sections are limited to ten boys each in order to allow more time for individual conversation, and the sections meet five times a week instead of the usual four, to permit more contact with the spoken word. To compensate for the extra time in the classroom, assignments are shorter than in the past. After a thorough drill during the first weeks of the course in order to familiarize the students with the principles of French pronunciation, all use of the mother tongue is abandoned. Stress is laid upon developing the ear, building up an active vocabulary, writing simple compositions, and telling simple stories.

In FRENCH 2, the text used in French 1 is completed. More attention is given to the writing of compositions and the delivering of speeches, as well as the memorization of French poetry. Works of standard French authors, modern and ancient, are read outside of class, not for translation but solely for comprehension. The principles of French grammar are amplified and reviewed in Pargment's *Exercices français, deuxième partie* (Macmillan). Reading texts, studied in class, include Maurois' *La Machine à lire les pensées* and Perier et Lebel, *La Garde montante*. The small divisions are retained and also, whenever it does not overload a boy's schedule, the additional hour in the classroom. For those boys who have not studied by the direct method in their first year of French, there are special sections in which the following texts are used: Fraser, Squair and Parker's *Revised Elementary French Grammar* (Heath), Carnahan's *Alternate French Review Grammar and Composi-*

tion (Heath), Guyer and Bovée's *Vingt contes favoris* (Oxford), and well-known plays and stories for rapid reading.

In FRENCH 3, students continue to develop their reading skill, spend more time speaking and hearing French, write compositions on subjects pertaining to the history and culture of France, and give brief talks for class-room comment and discussion. Outside reading of standard novels and plays is assigned, and reports are written in French. The texts now in use include: Turgeon's *French Review for Reading Knowledge* (Appleton); Lévêque's *Histoire de la civilisation française* (Holt); Liebling and Scheffer's *La République du Silence* (Harcourt, Brace); selections from the work of Molière, Beaumarchais, Balzac, Daudet, Zola, Maupassant, France, Loti, Maurois, Romain, et al.

FRENCH 3R, a two-hour elective course, is a reading course for the benefit of boys who have completed two years of French, but do not have time to take four hours of French 3 and wish to maintain contact with the language.

In FRENCH 4, the objective is the development of ability to translate and comprehend material of greater difficulty and of more abstract content. The translation covers a wide range of prose and poetry selected from writers since 1800. Free composition, continued practice in a wider use of idioms, and more extensive oral use of the language form an essential part of the course.

FRENCH 5 is open to students who have completed college requirements in four years of French or who have special permission of the French department and desire to keep up their knowledge of the subject in a two-hour course. The objectives of the course are to improve the student's knowledge of France, its geography and its people, and to offer a larger opportunity in the oral and aural use of the language.

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*GERMAN

The Department of German offers a continuous course, covering four years, in which the emphasis is laid upon fluency of reading and the use of the spoken language.

The beginning course, GERMAN 1, four hours a week, gives the grammatical background, the skeleton of the language, and the simple forms of conversation. It emphasizes clarity of expression, vocabulary, and the ability to handle a language more highly inflected than the English. Reading begins in the middle of the winter term. Varied texts, such as the Hagbold series of stories and fables, other well-known stories at the appropriate level, and much sight-reading material furnished by the instructors are read during the rest of the year. *The Concise German Grammar*, by Vos, has been used as the elementary work-book in recent years.

GERMAN 2 amplifies reading knowledge and vocabulary. It starts with the reading of Diez's *Beginning German for Colleges* (Oxford Press), with emphasis on the grammatical and syntactic background of the language, and continued work in conversation. Reading of modern texts (mostly 20th century German) and, occasionally, the reading of a classical work, such as *Wilhelm Tell*, complete the course.

GERMAN 3 is an advanced course which develops and continues the above courses. The classes are conducted in German as much as possible. Reading material includes novels by Keyserling, Mann, Hausmann, Bahr, and other modern writers. Dictation in German on various literary and scientific topics is frequently given, including excerpts from the classics.

GERMAN 3S is an intermediate two-hour course designed for the use of pupils who are unable to follow a completed course of

*See footnote on page 56.

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two years of German by taking the regular German 3 course, because their preparation for certain college curricula demands heavy concentration in sciences. This course uses literary and scientific reading matter, and material of particular interest or necessity to students of the sciences.

GERMAN 4, for Seniors, is given in two sections of two hours each, which may be taken separately or jointly. One emphasizes the handling of advanced German in dictation and conversation, and ends with the reading of classic poetry and excerpts from Goethe's *Faust* at the end of the year. The other deals with literary and scientific modern texts.

For advanced pupils who have completed the higher courses, at the Academy or elsewhere, a GERMAN 5 course of two hours is given, which is designed to keep the knowledge of the language alive and growing, and uses material adapted to the individual knowledge of the boy.

GERMAN 1-2, is designed for Seniors who wish to continue German in college or need it as a background for scientific and mathematical studies. Meeting six periods a week, it affords an opportunity for accelerated grammatical instruction and reading. Credit for two units of German is given upon successful completion of this course.

GREEK

The first year, GREEK 1, is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *New Introduction to Greek* (Harvard University) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented

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by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

The second year, GREEK 2, is occupied with selections from Xenophon's Works, or an equivalent, with sight reading from other Attic prose authors, some translation from English into Greek, and grammar reviews.

The third year, GREEK 3, is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

Properly qualified Seniors may take Greek 1-2, five periods a week, which covers in one year the essential material of Greek 1 and Greek 2.

A course on the Greek Old and New Testaments, GREEK 4, is offered as a Senior elective.

LATIN

In LATIN 1 the time is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in Pearson's *Essentials of Latin* (New York Edition—American Book). There is constant practice in the reading and writing of simple prose, and in observing the relation of Latin to English words. The course aims at a thoroughly dependable foundation for subsequent reading and study. As a prerequisite, candidates must have a competent knowledge of the fundamentals of English grammar.

In LATIN 2, Books I-IV of the *Gallic War* of Caesar, or equivalent amounts from a "Second Year Book," are studied. The study of vocabulary includes the mastery of the word list recom-

mended by the College Entrance Examination Board for Second Year. Ample time is allotted to prose composition. There is continual practice in sight translation and reading aloud.

In LATIN (CICERO) the course aims chiefly at training in reading Latin prose writings with increasing ease and surety. The work in Latin prose composition is devoted to connected narrative. The first and third orations against Catiline, the poet Archias, Verres (the Plunder of Syracuse), and other speeches, such as the Marcellus or the Manilian Law, may be read, or the equivalent amounts of other authors may be substituted. Vocabulary study includes the entire list recommended by the College Entrance Examination Board.

Students who have done very good work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

In LATIN (VERGIL) effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and in metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the *Metamorphoses* of Ovid and excerpts from other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six or seven books of the *Aeneid*. Vocabulary study includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world. A knowledge of this background is developed by lectures, incidental comment, and classroom discussion, supplemented by assigned reading. Topics in the private life and customs of the Romans are studied and illustrated. The Academy possesses more than a thousand photographs for this purpose.

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IN LATIN (HORACE) selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

Courses covering four years' work in Spanish are given. They meet the usual College requirements and include some study of the geography, history, institutions, and customs of the Spanish World.

SPANISH I comprises practice in reading, writing, speaking, and understanding the language, with special emphasis upon the fundamentals of grammar, the regular and irregular verbs, the radical changing and orthographic changing verbs, nouns, adjectives, pronouns, the uses of the tenses, the commonest idioms, and an introductory treatment of the subjunctive mood. Grammars such as Walsh's *Introductory Spanish* (Edwards Bros.) and House and Mapes' *Shorter Spanish Grammar* (Ginn) serve as a basis for this course, and such texts as Castillo and Sparkman's *Graded Spanish Readers* (Heath) and Weisinger and Johnston's *Los Otros Americanos* (Odyssey Press), supply the reading material. Special care is taken to guide the student over the difficult transition from elementary reading to formal Spanish narrative.

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

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SPANISH 2 continues the work of the first year and covers the usual college requirements for two units of Spanish. The grammar is reviewed through the medium of such books as Pittaro and Green's *Segundo Curso de Español* (Heath) and Crawford's *Temas Españoles* (Holt), and there is further treatment of the subjunctive mood. Texts such as Wast's *Pata de Zorra* (Odyssey Press) and Walsh's *Cuentos y Versos Americanos* (Norton) supply the material necessary for intensive and comprehensive reading.

SPANISH 3 consolidates and enlarges upon the work of Spanish 2 with a view to the student's development of speed, range of ability, and better control of vocabulary. Some time is spent in the oral reproduction of texts read and in the writing of free composition. Particular attention is paid to conversation and to reading for comprehension. Spaulding and Leonard's *Spanish Review Grammar* (Holt), is studied, and such texts as Hill and Buceta's *Antología de Cuentos Españoles* (Heath) and Alarcon's *El Sombrero de Tres Picos* (Holt) are read.

SPANISH 4 consists of the study of composition of advanced grade. In addition, works in prose and verse of literary value are read, with increased attention to cultural background and to the further development of oral expression. Olmstead and Gordon's *Spanish Grammar* (Holt) serves as a reference grammar, and reading material is found in such texts as Alonzo's *Ensayos Españoles* (Heath), Hill's and Morley's *Modern Spanish Lyrics* (Holt) and Krause's *España y la Cultura Española* (Heath).

SPANISH 1-2 is an intensive course for Seniors who wish to complete the equivalent of two years' work in one in order to meet the Academy's foreign language requirements or to prepare for further work in Spanish in college.

HISTORY

The courses in History have two purposes. They are arranged in definite order to provide information in company with other subjects of study. Classical History is presented in the Junior year as work is begun in Greek and Latin. European History comes in the Lower Middle year as the students take up French and German. English History for Upper Middlers is planned to fit with their studies in English Literature. American History for Seniors is designed to lay historical foundations for subsequent work at college in History, Government, Economics, and other related subjects. For the second purpose, the courses in History are organized consecutively to provide increasing experience in the accuracy and precision of thinking and to train the students in comprehension and logical expression of what they know.

In the first two years, this system of courses in History defers to the immaturity of the students and stresses the narrative and the pictorial. It develops toward emphasis upon the analytical and the abstract only in the last two years. The first two courses rely heavily upon text books for all students. The last two have texts available, but direct the more capable students to specific reading in historical works of maturity. All four courses make use of materials in the Addison Gallery of Art and the Library.

HISTORY I—Greece and Rome. This course is designed to introduce students to History. It begins with stories of Egyptian life, the nations of Mesopotamia, Palestine, Crete, and the Persian Empire, as the background for a more extensive study of the Greeks, their internal growth and international strife. Then it moves into the history of the Romans, through the days of their Republic, the times of the Caesars, and the Empire, to the decline with the invasions of the barbarians.

Particular attention is given to the classical narratives, to the

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substance and color of Mediterranean life, and to great personalities and episodes in the period. Assigned readings in the text and selected books in the Library are supplemented by the study of paintings, pictures, and slides from the Addison Gallery of the Academy. Class-room work is devoted to explanation and practice in writing effectively about what has been studied.

HISTORY 2—France. With this course, the students are given a view into the history of Western Europe. The central theme is the growth of France from Charlemagne to Napoleon. But contemporaneous events in the Holy Roman Empire, the Lowlands, the Italian States, Germany, and the Austrian Empire are specifically related to the story of France. Emphasis is put upon the Church, feudalism in France, the growth of commerce, urban communities, and the Renaissance. Outstanding developments in architecture, art, science, and literature are also studied and discussed. There is a work-book specially prepared for this course. The students are trained in note-taking and in writing frequent short papers as well as more extensive examinations.

HISTORY 3—England. The work of this year takes the students into a more mature examination of historical materials. The sequence of events is followed, but there is deeper penetration into social, political, and economic forces. The basis of study is a work-book, specially prepared to train students to use the Library and to depend no longer upon a single text. This material is divided topically, with a summary to introduce each major subject, and the topics thereunder have specific references to various texts and to books of more mature opinion. The students are taught to take their own notes from these references. Subsequent discussion in the class-room is based on these notes, and the students are then encouraged to draw conclusions.

The detailed study of Great Britain starts with her emergence

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from medieval times into the modern era, beginning with the Tudors. Certain incidents are studied to bring out general changes in Western Europe. More emphasis is then laid upon the development of Parliament and institutions representative of the English people. The course proceeds to elaborate upon social and economic changes, colonial expansion through the period of Cromwell and the Restoration, and rivalry with France for world supremacy, into the period of American rebellion. From the middle of the eighteenth century on, the course then deals with the development of industrial society and its influences upon political movements, the rise of modern imperialism, and aspects of England's policies in the world of today.

HISTORY 4—The United States. This final course builds upon the study in the previous year. It begins, therefore, with the causes of the American Revolution. It proceeds through the period of transition from Confederation to Federal Union, the westward advance of the American people, and the rise of the nation out of sectional conflicts and the Civil War. It surveys then the development of industrial society and the attendant growth of the United States as a world power. It closes with events of the present time.

Public affairs, both domestic and foreign, are the central theme of this course. Particular stress is given to geographical, economic, social, governmental, and institutional problems, in order that the students may know the origins of the conditions in which they live. The careers of eminent men are studied in relation to these problems. Purely military events are minimized. Problems of literary, intellectual, religious, and philosophical import are indicated but left for study in college.

HISTORY 5—Contemporary History. This one-hour elective course for Seniors is designed to give a brief survey of recent

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affairs. The material examined includes the background of events leading to the recent war, a brief study of the national politics of the Great Powers, examination of contemporary events of national significance, and discussions of international politics. The students are asked to read in historical works and current periodicals, but the major part of the study consists of discussions in class and note-taking from lectures.

HISTORY OF CIVILIZATION

This two-hour senior elective, for a limited number of boys, is designed to tie together the information gathered by the boys in their various courses during their stay at Phillips Academy, and to give them an overall picture of the world in which we live and its civilization.

It covers, in the first six weeks, a close study of the present state of civilization in its political, economic, and philosophic aspects, and then builds up the foundations of that civilization through a concise but reasonably extensive synopsis of the ancient, medieval and 19th century cultures, with special emphasis on the Renaissance and the modern adaptations of its principles.

It is mainly a lecture and discussion course, with one examination per term. It is intended to be an introductory course to the similar lecture-courses given in college.

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MATHEMATICS

MATHEMATICS 1A—First Year Algebra. The prerequisite of this course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The study of the subject begins with a review of fundamental operations and continues through the year. The course covers the topics of Hawkes-Luby-Touton's *First Year Algebra* (Ginn) through systems of equations involving one quadratic and one linear, with problems based thereon. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

After a careful survey in the fall term, the abler students are placed in a division which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 1B—First Year Algebra. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used and the topics covered are the same as in Mathematics 1A.

MATHEMATICS 2—Second Year Algebra. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A and 1B with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Hawkes-Luby-Touton's *Second Year Algebra—Intermediate Course* (Ginn). Additional material is

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provided by use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Students with superior preparation are assigned to special divisions.

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 3A—Plane Geometry. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Wells and Hart's *Progressive Plane Geometry* (Heath)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B—Second Year Algebra. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. The course presumes that elementary algebra has been covered through the solution of sets of equations, one of which is first degree and the other quadratic. The text in use is Hawkes-Luby-Touton's *Second Year Algebra—Intermediate Course* (Ginn). Supplementary material will be used from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 4—Trigonometry and Solid Geometry. The prerequisite of this course is the satisfactory completion of one of

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the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, and solid geometry. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one unit of credit.

MATHEMATICS 5A—Advanced Algebra. This is a two-hour elective course and is open to students who have credit for Mathematics 3. The course includes the study of imaginary and complex numbers, theory of higher degree equations, partial fractions, undetermined coefficients, summation of series, variables and limits, permutations, combinations, probability, scales of notation, determinants, and mathematical induction. The text book used is Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon).

Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 5B—Plane Trigonometry. This is a two-hour elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 6—Introduction to the Calculus. This is a one-hour elective course and is open to students who are enrolled in Mathematics 4. The course is a brief introduction to analytic geometry and the calculus and is designed to supplement the regular Senior work in mathematics. The course is covered in Longley and Wilson's *An Introduction to the Calculus* (Ginn).

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MATHEMATICS 7—Analytic Geometry and Differential and Integral Calculus. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college, thus preparing for the sophomore work in this field. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is Griffin's *Introduction to Mathematical Analysis*—Revised Edition—(Houghton Mifflin).

MECHANICAL DRAWING

This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. The course in many instances so prepares the student that he can take a more advanced course on entering college, and, in some cases, secure credit toward his degree for the course omitted. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing* (McGraw-Hill).

ELEMENTARY SCIENCE

This course, meeting three times a week in the Junior year or twice a week during the Lower Middle year, aims to acquaint the student with scientific facts and methods, and, in general, to form an easy approach to the laboratory sciences which follow.

The instruction is given by means of a text-book, by lectures, and by lecture table demonstrations. Emphasis is placed upon reasoning rather than upon the mere collection of information.

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BIOLOGY

The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria, insects, trees, and birds on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, twice for recitations and twice for two-hour laboratory periods. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one point for admission to college.

CHEMISTRY

The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

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PHYSICS

In this course, which covers completely the requirements in Elementary Physics as outlined by the College Entrance Examination Board, the text-book is supplemented by lectures, and by work in the laboratory. The text is accompanied with numerical examples and by qualitative experiments designed to illustrate physical laws and their application to practical life.

About forty quantitative laboratory experiments are required of each pupil. A careful record of the steps and results of these exercises is kept in a note-book which is submitted to the instructor for approval.

THE VISUAL ARTS

INTRODUCTION TO ART. One-half of the course "Introduction to Art and Music" is devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Industrial and Decorative Arts. This course, counting as two hours a week, is ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The function, construction, and appearance of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to all the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. A limited group of Upper Middlers and Seniors are permitted to take, in place of the Art and Music course, instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis

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for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it pre-supposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

A continuation of the studio course, counting as two hours a week, is offered for Seniors.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may, with permission of the instructor, be taken as a half course, counting two hours a week, with concentration on the discussion section.

MUSIC

INTRODUCTION TO MUSIC. A two-hour introductory course in Art and Music is required for members of the Upper Middle Class, and Seniors may take it as an elective. The second half-year of this course is devoted to music. Its aim is to acquaint the student with the great masterpieces, help him to understand and enjoy them,

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and introduce him to the historical background and development of music.

SENIOR MUSIC APPRECIATION. A two-hour Senior elective in Music Appreciation is offered for those members of the Senior Class who wish to be introduced to the subject, as well as for those who, having taken the Upper Middle course, desire more work in this field. Attention is especially devoted to an analysis of the Nine Symphonies of Beethoven.

HARMONY. A two-hour course in Harmony is offered as an elective for Seniors. Upper Middlers may be admitted to this course.

PIANO AND ORGAN. Weekly instruction, for students whose schedules permit, in piano and organ, also in string or wood-wind instruments, may be counted as a two-hour course.

MUSIC MAJOR. For students who wish to take Music as a major course in their Senior year the following combinations of two-hour courses are possible:

Music Appreciation and Harmony
Music Appreciation and Instrumental Music
Harmony and Instrumental Music

Serious attention is given to the school orchestra, choir, and glee club. There are frequent rehearsals, with careful attention given to both classical and modern compositions. A well-trained student band plays at the major athletic events.

Trips for concerts, and occasionally dances, at neighboring schools are made by the musical clubs each year; and there are several similar programs in Andover.

A separate charge of \$3.00 for one-half hour is made for private lessons. The piano instruction is in charge of Mr. Arthur W. Howes, and the organ lessons are given by the Director of Music of the Academy. Able instructors are provided for lessons on stringed in-

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struments and wood-winds. Violin students who play in the School Orchestra are given lessons gratis by a first-class violin teacher. At present this work is in charge of Mr. F. L. Macdonald of Boston.

The Music Department has a separate building for practice pianos. The Chapel contains the Martha Cochran Memorial Organ, a 100-stop Casavant instrument of four manuals. The Choir Room, in which the courses in music appreciation are held, is equipped with a practice organ, a reproducing machine, and an Ampico player piano. The Meeting Room in George Washington Hall contains both an organ and a Steinway grand piano. The Academy also possesses the Carnegie Corporation Junior Library of phonograph records, which has been extensively supplemented, giving the school a library of over one thousand recordings.

RELIGION

RELIGION 1—This course is a study of religion in the making. It traces the development of the most important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews and the religion of Jesus. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This two-hour course is given to all members of the Lower Middle Class.

RELIGION 2 is a two-hour elective course for Seniors and Upper Middlers who have completed successfully the work of the Lower Middle Religion course and who wish to move on further in their study of religion. The content of the course differs somewhat from year to year and depends, to some degree, upon the background and the maturity of the students who have elected further

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work in this field. Some study is usually made of the various religions of mankind: such as Hinduism, Buddhism, Mohammedanism, and Confucianism. The course includes, also, a consideration of the great philosophies of the past: Epicureanism, Stoicism, Platonism, Aristotelianism. The course is concluded with an attempt to understand some of the different emphases and recent developments in Christian thought, both in this country and on the continent.

ANATOMY AND EVOLUTION

This two-hour survey course, for Seniors and Upper Middlers, is intended to interest and instruct the student in the structure and physiology of the human body, and in the laws of inheritance, evolution, and eugenics. It is composed of lectures, demonstrations, and some outside reading.

ANTHROPOLOGY

A two-hour elective course, offered by the Robert S. Peabody Foundation for Archaeology, is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

BUSINESS PRACTICE

This is a two-hour elective course for Seniors. The purpose of the course is to provide the student with a foundation in the knowledge of what constitutes American business. The evolution of business is followed from the days of the Pilgrims, when business was conducted on a basis of barter, through to the large corporations of the present with their numerous departments and detailed

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division of labor. Discussions are chiefly related to the basic principles that govern business transactions and to ever changing practices and policies. The practical side of business is stressed rather than the theoretical; since business supports us and our families, it is desirable to comprehend its scope, importance, and necessity in our way of life.

NAVIGATION

This two-hour course is open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Dutton's *Navigation and Nautical Astronomy* are studied, with emphasis on their application to surface navigation. Considerable practical work is done with charts, plotting sheets, and sextants.

PHILOSOPHY

A two-hour Senior elective is offered in this subject, the object being a general introduction preparatory to philosophical studies at college.

The subject is presented through philosophical problems rather than by tracing the historical development. Text-books used are: Berkeley's *Dialogues between Hylas and Philonous* (Dutton), Jeans' *Physics and Philosophy* (Macmillan) and Bertrand Russell's *A History of Western Philosophy* (Simon & Schuster).

SOCIAL PROBLEMS

This two-hour elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

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GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 9.53 A.M.
Morning Assembly	10.00 A.M.
Recitation and study hours	10.30 A.M. to 12.23 P.M.
Athletics and Body-building	2.00 P.M. to 3.40 P.M.
Recitation and study hours	4.07 P.M. to 6.00 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The few but definite rules to which the undergraduates are expected to adhere have been made in accordance with this principle.

Every absence of a student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any

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other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences or eight demerits involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty is liable to dismissal.

The use or possession of alcoholic beverages will cause dismissal.

Smoking, subject to certain restrictions, is permitted to the two upper classes only.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to have firearms or explosives of any description in their possession or to use them, except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse is liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

Bicycles are not permitted, except to day students.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

EXPENSES

The tuition charge for each student at Phillips Academy is as follows: \$600 payable on October 1; \$350 payable on January 1; and \$300 payable on April 1. The net rate charged to scholarship students varies according to the need of the applicant. Each student, when his application is accepted, is required to make a deposit of \$50.00, which is credited on his first regular school bill.

The total charge of \$1250 covers instruction, board, room (including furniture, bed linen, and one blanket), health supervision, X-rays, laboratory tests, infirmary care and the services of the School Physician, physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include tutoring, or special instruction in music or athletics, the services of consulting physicians or private nurses, personal laundry, text-books, dues to school organizations, and unnecessary breakage and damage to school property.

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the bill for the following year.

Bills for matters not included in the regular school charge may be sent out at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Class-room privileges may be denied to students whose bills are not settled when due.

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No rebate for the term in which he leaves will be made to a student who is for any reason dismissed or withdrawn, unless he is called to service under the Selective Service Act.

FINANCIAL AID FOR STUDENTS

Boys of strong character, ability, and ambition who need financial assistance are encouraged to apply, even though not all requests can be met. The school has at its disposal each year approximately \$70,000, made up of gifts and income from scholarship funds to be awarded by the Scholarship Committee. Also under the control of the Scholarship Committee are the various opportunities for boys to earn part of their expenses by work in the Commons and through other jobs.

Awards vary in amount according to the applicant's need, with a few full scholarships of \$1200 available for boys of especial promise and great need. From the parents of those who apply for aid the Scholarship Committee requires a complete and definite statement of financial resources and obligations, which will be kept confidential. Applications for renewal of aid, which should be made before May 1, will be considered in the light of the candidates' achievement and circumstances. All boys on the scholarship list are expected to maintain satisfactory scholastic records and to show in every possible way that they are cognizant and deserving of the special opportunities which they enjoy. Under the Grant-Work Program each scholarship boy is expected to perform some useful service about the school in partial return for his aid.

Loans to help meet the annual charges may be arranged with the Treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

Approximately \$95,000 was earned by students during the year 1945-1946 in prizes and scholarships and through concessions and jobs.

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, are situated within a short distance of the other school buildings, and are adapted to the particular needs of the youngest members of the school. They offer accommodations for fifty-one boys. With their common recreation and dining rooms, they provide an intermediate stage between the natural restrictions of the home and the freer life of a large school. The boys are in more homelike surroundings and receive closer supervision than the rest of the school, but share with the other boys in the same classes and sports and in all the other privileges of school life. The boys of the Williams Hall unit take turns in waiting on table in the dining room.

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ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors. It is especially designed to meet the needs of the more mature members of this class. Its administration is carried on along the same lines as that of Williams Hall, with the exception that its residents eat in the Commons.

FACULTY HOUSES

Twenty-eight houses, known as Faculty Houses, each in charge of a resident instructor or school official, provide accommodations for 191 boys, as follows:

Abbot House for twenty, America House for fourteen, Blanchard House for five, Carter House for six, Cheever House for twelve, Churchill House for six, Clement House for fourteen, Coy House for four, Farrar House for eight, Frost House for four, Goodhue House for six, Greene House for thirteen, Hardy House for six, Jackson House for six, Merrill House for two, Park House for six, Pease House for eight, Salisbury House for twelve, Samaritan House for four, Sides House for five, Stowe House for five, Tilton House for two, Jewett Tucker House for seven, Woods House for three, 12 Highland Road for two, 32 Phillips Street for four, 34-36 Salem Street for four and 39 Salem Street for three.

DORMITORIES

FOXCROFT HALL (1809), two entries for eleven boys each.

BARTLET HALL (1821), two entries for sixteen boys each.

DRAPER COTTAGE (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

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PEMBERTON COTTAGE (1893), for ten boys. The gift of Melville C. Day, class of 1858.

ANDOVER COTTAGE (1893), for twelve boys. The gift of friends in Andover.

EATON COTTAGE (1893), for eleven boys. The gift of Melville C. Day, class of 1858.

BANCROFT HALL (1900), three entries for ten boys each. The gift of Melville C. Day, class of 1858.

BISHOP HALL (1911), two entries for twenty-three boys each.

DAY HALL (1911), two entries for twenty-four boys each. The gift of Melville C. Day, class of 1858.

ADAMS HALL (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

TAYLOR HALL (1913), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

OSGOOD JOHNSON HALL (1922), two entries for eighteen boys each.

PAUL REVERE HALL (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

SAMUEL PHILLIPS HALL (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

PEARSON HALL (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was re-

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moved, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

SAMUEL F. B. MORSE HALL (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

GRAVES HALL (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it was remodelled in 1936 and is now a gymnasium for the younger boys.

GEORGE WASHINGTON HALL (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the daily morning assembly is held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

THE COCHRAN CHAPEL (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ, declared by Guenther Ramin, the distinguished German organist, to be the finest organ in America.

BULFINCH HALL (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by

gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

OLIVER WENDELL HOLMES LIBRARY (1929), named in honor of Oliver Wendell Holmes, class of 1825, was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. The Library contains about 64,000 volumes, of which the greater part are in the stacks, open to the students. The Freeman Room is furnished with easy chairs, sofas, and a fireplace, and contains the latest periodicals, as well as more than 1,100 books restricted to use in that room. In the Garver Room are about 3,000 volumes of reference and reserve books for various courses. This room has a seating capacity of over 100. The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., Saturdays from 8 A.M. until 6 P.M., and Sundays from 2:30 P.M. until 9:45 P.M.

ADDISON GALLERY OF AMERICAN ART (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

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BORDEN GYMNASIUM (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

CASE MEMORIAL BUILDING (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of $11\frac{1}{2}$ laps to the mile permit frequent indoor track meets.

THE COMMONS (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished and equipped for the recreational use of the Upper Middlers and Seniors. The kitchen and serving pantries are fully up-to-date in equipment.

ISHAM INFIRMARY (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

THE ANDOVER INN (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March,

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Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

THE ARCHAEOLOGY BUILDING (1903) was the gift of Mr. and Mrs. Robert Singleton Peabody. There are exhibits of the industrial life of the North American Indians, including dioramas of Indian villages in the Northeast and the Southwest. Important study material is stored in the building, which is open on weekdays from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. to 5 P.M. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

PEABODY HOUSE (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

MEMORIAL TOWER (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in the World War. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

GROUND

THE BROTHERS FIELD (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing

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fields of the Academy. Its facilities provide six football fields, six baseball diamonds, six soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer and tennis.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, a third to the memory of Thomas Cochran, of the class of 1890, and a fourth in memory of Elizabeth Goodhue Fuess. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

The Andover Summer Session will open on Wednesday, June 25th, and close on Wednesday, August 20th, 1947. The Summer Session Catalogue will be available for distribution after February 1st. Requests for catalogues and inquiries about admission should be addressed to the Director of the Andover Summer Session, Andover, Massachusetts.

The Trustees of Phillips Academy opened the Summer Session in 1942 as a war-time service to enable boys of Phillips Academy and other schools to finish their secondary school training before they were called into the service, or when their induction was not imminent, to prepare them more rapidly and thoroughly for ultimate service. The success of the Session throughout the war years was so marked that the Trustees have voted its continuance.

The Session, under the control of the Academy Trustees and Headmaster, is a part of the Phillips Academy organization and draws its teaching and administrative staff almost entirely from the Academy faculty. Students live in school dormitories under the supervision of resident members of the faculty. The entire plant of the Academy is available for Summer Session use.

Application for admission to the Summer Session should be mailed as early as possible since the number accepted is limited. Boys of ambition, ability, and good character are welcomed from public high schools and from other private preparatory schools. The fee of \$400 covers board, room, health insurance, and tuition. Each summer full scholarships and a few partial scholarships are offered to students of promise and financial need. In 1946, fifteen full scholarships and fifteen partial awards were given.

The curriculum offered by the Summer Session includes most of the courses given by Phillips Academy in its regular session.

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Full credit in Phillips Academy is granted for courses passed in the Summer Session.

Depending upon his individual need and ability, each student takes either twelve or eighteen hours per week of prepared work. Each student's program of study is planned to fit his needs in consultation with his faculty adviser.

Great emphasis is placed on health and physical fitness. Students, except those excused by the School Physician, take athletic work under faculty instruction and supervision. The Isham Infirmary is open twenty-four hours each day for the entire Session.

Daily assemblies, which all boys are required to attend, are mainly devotional in character. Occasionally, the assembly period is devoted to the discussion of current events of importance. Each Sunday a short religious service is conducted by the School Minister.

To relieve labor shortages and to gain practical educational experience, each student assumes the care of his own room for the entire Session, and he is required to help with work in the Commons at mealtime for a period of four or five days out of the eight weeks of the Session.

In 1946, provision was made for a large group of veterans, who needed refresher courses before college entrance or who found it necessary to do work in anticipation of college admission. The courses proved so successful and the veterans were so earnest and ambitious that the administration plans to offer similar opportunities to veterans in 1947.

Application for admission to the Session implies a serious purpose on the part of the student and his parents, and the willingness of the student to assume responsibility to the Academy and to the community for maintaining order and decency. Any student who shows himself unwilling to conform to the spirit of the Session, who habitually neglects his work, or who is believed to have any

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injurious influence on other students, may be dismissed at any time.

The Summer Session has proved of great benefit to boys who plan to enter Phillips Academy in September. Summer study in Andover enables them to make up deficiencies in previous preparation, whenever it may be necessary, and become familiar with Phillips Academy traditions, methods, and standards. Younger boys who are planning to enter the first-year class live in a separate dormitory with special faculty supervision.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, *Director*

FREDERICK JOHNSON, *Curator*

ALFRED VINCENT KIDDER, *Research Associate in Southwestern
Archaeology*

GRACE V. MORIN, *Secretary*

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The publications of the Foundation include the following:

BULLETINS

1. The Exploration of Jacobs Cavern, 1904.
2. The Gorgets, 1906.
3. A Narrative of Exploration in New Mexico, Arizona, Indiana, etc., 1905.

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4. The Exploration of Bushey Cavern near Cavetown, Md.; and Fort Ancient: the Great Prehistoric Earthwork of Warren County, Ohio, 1908.
5. Certain Peculiar Earthworks near Andover, Mass., 1912.
6. Hematite Implements of the United States, 1912.

THE ARCHAEOLOGY OF MAINE, by Warren K. Moorehead, 1922.
ARCHAEOLOGY OF THE ARKANSAS RIVER VALLEY, by Warren K. Moorehead, 1931.

EXPLORATIONS OF THE ETOWAH MOUNDS, GEORGIA, by Warren K. Moorehead, 1932.

PAPERS OF THE SOUTHWESTERN EXPEDITION, Yale University Press:

1. An Introduction to the Study of Southwestern Archaeology—with a Preliminary Account of the Excavations at Pecos, by A. V. Kidder, 1924.
2. Pueblo Pottery Making: a Study at the Village of San Ildefonso, by Carl E. Guthe, 1925.
3. The Pueblo of Jemez, by Elsie Clews Parsons, 1925.
4. The Indians of Pecos Pueblo: a Study of their Skeletal Remains, by Earnest A. Hooton, 1930.
5. The Pottery of Pecos. Volume I, The Dull-paint Wares, by A. V. Kidder and C. A. Amsden, 1931.
6. The Artifacts of Pecos, by A. V. Kidder, 1932.
7. The Pottery of Pecos. Volume II, Glazed Wares, by A. V. Kidder, and Anna O. Shepard, 1936.

PAPERS OF THE ROBERT S. PEABODY FOUNDATION

Vol. 1, No. 1, Excavations on Martha's Vineyard, by Douglas S. Byers and Frederick Johnson, 1940.

Vol. 1, No. 2, The Indian Site on Grassy Island, by Frederick Johnson and others. (In preparation).

Vol. 11, The Boston Fishweir, by Frederick Johnson and others, 1942.

Vol. III, Man in Northeastern North America: A symposium, 1946.

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*

MARY C. RATHBUN, *Research Assistant*

JANE PATTERSON, *Secretary and Registrar*

Art Committee

STEPHEN C. CLARK

FRED T. MURPHY

CHARLES H. SAWYER

EDWARD W. ROOT

ROBERT G. MCINTYRE, *Secretary*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a fund for additional purchases.

It is the aim of the Addison Gallery to serve as a laboratory where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions. The museum building is fully equipped for exhibition and museum purposes.

PHILLIPS ACADEMY

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and conducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including over one thousand items, is recognized as among the outstanding specialized collections in the country. Smibert, West, Stuart, Allston, Morse, and Trumbull represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are several examples by Homer, Ryder, Eakins, Whistler, Sargent, Thayer, and Twachtman. The early part of the present century is shown in the work of Hassam, Metcalf, Brush, Davies, Prendergast, Bellows, and Henri. Recent acquisitions of contemporary paintings, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a permanent collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and silver of the Colonial period from the Mabel Brady Garvan Institute at Yale University are on permanent exhibition.

PHILLIPS ACADEMY

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES

For declamation. Twenty dollars and fifteen dollars. Founded (1878) by Warren F. Draper, class of 1843, (sustained since 1867).

MEANS PRIZES

For declamation of original essays. Twenty dollars, ten dollars, and five dollars. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

ROBINSON PRIZES

For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. Forty-five dollars to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896).

SCHWEPPE PRIZES

In English. Open to Senior and Upper Middle Classes. Thirty dollars and twenty dollars. Sustained by the late Charles H. Schweppe, class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe.

GOODHUE PRIZES

In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. Ten dollars and five dollars. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916).

PHILLIPS ACADEMY

CHARLES C. CLOUGH PRIZE

For an essay by a Senior on an assigned literary subject. Twenty dollars. Founded (1923) by friends of Charles C. Clough, class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy.

STEPHEN S. LANGLEY PRIZE

For an essay by a Senior on Charles Dickens. Eight dollars. Founded (1927) by Stephen S. Langley, class of 1863.

ARTHUR W. LEONARD PRIZES

For declamation of original essays. Ten dollars, six dollars, and four dollars. Open only to Juniors and Lower Middlers. Sustained (since 1942) by the Headmaster in memory of the late Arthur W. Leonard, Head of the English Department.

DONALD CARR PRIZES

For skill in oral English. Twenty dollars, twelve dollars, and eight dollars. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr, class of 1922.

CHARLES SNOW BURNS PRIZES

For an original poem. Three prizes of ten dollars each to be awarded to one boy in each of the three upper classes. Founded (1944) by Mrs. Jules Burns in memory of her son, Lieutenant Charles Snow Burns, class of 1941.

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. Fifteen dollars, ten dollars, and five dollars. Founded (1879) by Joseph Cook, LL.D., class of 1857.

PHILLIPS ACADEMY

WILLIAM N. WEIR PRIZE

In New Testament Greek. Thirty-five dollars. Founded (1928) by Rev. William N. Weir, class of 1895.

DOVE PRIZES

In Latin. Open to Seniors. Twenty dollars, ten dollars, and five dollars. Founded (1915) by George W. W. Dove, class of 1853, (sustained since 1880).

DEPARTMENT OF LATIN PRIZES

Four prizes. Sustained from the Winthrop Fund. For excellence in Latin translation, composition and recitation.

Open to students in Latin 3. For translation. Fifteen dollars. For recitation from memory of poetry or prose. Fifteen dollars.

Open to students in Latin 1 and 2. For translation and composition. Ten dollars. For recitation from memory of poetry or prose. Ten dollars.

REVEREND ALFRED JOHNSON PRIZE

In Greek composition. Ten dollars. Founded (1932) by Alfred Johnson, class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, class of 1875, (sustained since 1924).

VALPEY PRIZES

In Latin composition. Ten dollars.

In Greek composition. Ten dollars.

Open to the Upper Middle Class. Founded (1896) by Rev. Thomas G. Valpey, class of 1854.

ALLEN ROGERS BENNER PRIZE

For excellence in first-year Greek. Twenty-five dollars. Sustained (since 1939) by the Alpha Gamma Chi Society in honor of Allen Rogers Benner, class of 1888, for forty-six years Professor of Greek in Phillips Academy.

PHILLIPS ACADEMY

GERMAN

ROBERT STEVENSON PRIZE

In German composition. Ten dollars. Open to the Senior and Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr., class of 1896, in memory of his father.

CARL SCHURZ PRIZE

In German. A \$100 War Savings Bond. Awarded to that student in first-year German who has shown the greatest achievement within the year. Sustained (since 1944) by an anonymous donor.

FRENCH

FREDERICK HOLKINS TAYLOR PRIZES

In French conversation or French composition. Fifteen dollars and ten dollars. Founded in part (1909) by a member of the class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868.

DEPARTMENT PRIZES

For aural ability. First and second prizes in books awarded to those students in their first year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor.

SPANISH

THE HAYDEN PRIZE

Awarded to that member of the Junior or Lower Middle class who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. Twenty-five dollars. Sustained (since 1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile.

PHILLIPS ACADEMY

HISTORY

LLOYD W. SMITH PRIZE

In American History before 1860. Fifty dollars. Sustained (since 1924) by Lloyd W. Smith, class of 1892.

CHARLES ELLIOTT PERKINS PRIZE

In American History since 1860. Fifty dollars. Sustained (since 1927) in memory of Charles Elliott Perkins, of Burlington, Iowa.

HAYMOND PRIZE

In American History. Fifty dollars, or the equivalent in books on the Constitution. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Second and third prizes of twenty-five dollars and ten dollars respectively were added in 1946. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, class of 1942 and Thomas Arnette Haymond, class of 1943.

GEORGE LAUDER PRIZE

In English History. Forty dollars. Founded (1916) by George Lauder in memory of his son, George Lauder, Jr., class of 1897, (sustained since 1913).

MATHEMATICS

E. B. CONVERS PRIZES

In Plane Geometry. Awarded on the basis of an examination in Plane Geometry. Fifteen dollars and ten dollars. Founded (1898) by E. B. Convers, class of 1857.

PHILLIPS ACADEMY

GEORGE T. EATON PRIZE

In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. Twenty dollars. Sustained (since 1938) by Thaxter Eaton, class of 1904, in memory of his father, George T. Eaton, class of 1873, for fifty years Instructor in Mathematics.

MATTHEW S. McCURDY PRIZES

In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of class-room work and an examination. Twenty dollars and fifteen dollars. Founded (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics, from 1873 to 1921.

THE RENSSELAER MEDAL

Awarded to that member of the graduating class who has done the best work in Mathematics and Science during his preparatory course.

EDWARD BAILEY PRIZE

In Lower Middle Mathematics. Twenty-five dollars. Awarded on the basis of an examination at the close of the year. Sustained (beginning 1946) by Edward Bailey Crichton, class of 1946, in memory of his grandfather, Edward Bailey, class of 1878.

SCIENCES

WADSWORTH PRIZE

In Physics. To the student holding the highest rank in Physics for the year. Ten dollars. Sustained (since 1900) by William S. Wadsworth, M.D., class of 1887.

DALTON PRIZE

In Chemistry. To the student holding the highest rank in Chemistry for the year. Thirty-five dollars. Founded (1915) by Freder-

PHILLIPS ACADEMY

ick Goodrich Crane, of Dalton, Massachusetts, class of 1884, trustee of Phillips Academy, 1912-1923.

OTHNIEL C. MARSH PRIZE

In Biology. To the student in the school who has been outstanding in interest and attainment in the Biological Sciences. Twenty-five dollars. Sustained (since 1936) by the Headmaster in memory of Othniel C. Marsh, class of 1851, one of the great paleontologists of his day.

JAMES C. GRAHAM PRIZE

In Science. To that member of the graduating class attaining the highest grade in the Physical Sciences. Six hundred and fifty dollars. Founded in 1945 by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937.

MUSIC

CHARLES CUTTER PRIZE

For proficiency on orchestral, especially stringed, instruments. Thirty-five dollars. Founded (1925) by Rev. C. F. Cutter, class of 1871, in memory of his father, Charles Cutter, class of 1840.

FRANK VAN DER STUCKEN PRIZE

For proficiency on the organ. Twenty-five dollars. Sustained (since 1930) by Dirk H. van der Stucken in memory of his father.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING—NO. 1

Ten dollars. Sustained (since 1934) by an anonymous donor.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING—NO. 2

A Book. Sustained (since 1945) by an anonymous donor.

EDWARD PITKIN POYNTER PRIZE

For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member

PHILLIPS ACADEMY

of that organization. Fifteen dollars. Founded (1943) in memory of Edward Pitkin Poynter of the class of 1940, who gave his life for his country in the aviation service on July 15, 1943.

AINSWORTH B. JONES PRIZE

For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. Fifteen dollars. Founded (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the class of 1939, who gave his life for his country in the aviation service in July, 1943.

COMPOSITION PRIZE

Awarded for the best original musical composition, in any form, to be submitted in clearly legible manuscript prior to May 15th. Ten dollars. Sustained (since 1945) by an anonymous donor.

MILTON COLLIER MEMORIAL PRIZE

Awarded for proficiency in the playing of the piano. Twenty-five dollars. Founded (1946) in memory of Milton Collier by Mrs. Milton Collier and I. Alfred Levy.

ART

THE MORSE PRIZE

To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. Twenty-five dollars. Sustained (from 1932) and founded (1942) by Winslow Ames, class of 1925, in honor of Samuel Finley Breese Morse, class of 1805.

THE THOMPSON PRIZE

For improvement in drawing and painting. Given in memory of Augustus Porter Thompson, 3rd, class of 1928. Twenty-five dollars.

PHILLIPS ACADEMY

ADDISON GALLERY ASSOCIATES PRIZE

For a student who has distinguished himself in art as well as in other activities. Twenty-five dollars. Sustained (since 1941) by the Addison Gallery Associates.

JOHN ESTHER GALLERY PRIZE

To the student who has shown through his work the clearest understanding of art. Ten dollars. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan.

OTHER PRIZES

FACULTY PRIZE

For the Senior graduating with the highest average in scholarship. One hundred dollars. Founded (1923) by Sanford H. E. Freund, class of 1897, (sustained since 1912).

FULLER PRIZE

Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, class of 1894.

THE BIERER PRIZE

To a student who is outstanding in character and personality. Twenty-five dollars. Sustained (since 1944) by Eugene S. Bierer, class of 1943.

IMPROVEMENT PRIZE

For the Senior who, having been at Andover not less than three years, has shown the greatest general improvement. Fifty dollars.

THE YALE BOWL

Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics.

PHILLIPS ACADEMY

FEDERATION OF HARVARD CLUBS PRIZE

For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover.

HEADMASTER'S PRIZE

Awarded to that member of the Senior Class who exhibits most fully the qualities of coöperation and leadership. Fifty dollars. Sustained since 1933.

ROGER C. SULLIVAN PRIZES

Four prizes, of two hundred dollars each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Classes who made the greatest improvement in scholarship during the previous school year. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of his father, Roger C. Sullivan.

JOHN P. HOPKINS PRIZE

To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Two hundred dollars. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of John P. Hopkins.

BUTLER-THWING PRIZE

For the member of the Junior Class with highest marks in entrance examinations. Fifteen dollars. Founded (1918) by Capt. Francis Butler-Thwing, class of 1909.

THE PHILLIPIAN PRIZE

For outstanding service rendered to the *Phillipian*. Thirty dollars. Founded (1931) by James Q. Newton, class of 1929, and Business Manager of the *Phillipian* during his senior year.

PHILLIPS ACADEMY

THE PAUL REVERE PRIZES IN PRINTING

Awarded to students who have shown especial interest in Printing. Twenty-five dollars. Sustained (since 1945) by members of the Printing Club.

THE CECIL K. BANCROFT PRIZE

For a self-supporting student whose performance has been most praiseworthy, taking into account scholarship, amount of self-help, and observance of rules, regulations, and ethics governing these activities. Twenty-five dollars. Awarded (since 1934) by the Headmaster, on recommendation of the Bureau of Self-Help.

THE COMMONS PRIZE

To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. Ten dollars. Sustained (since 1945) by Dr. Willet L. Eccles, Registrar of Phillips Academy from 1930 to 1943.

JOHN ADAMS KINGSBURY JR. PRIZE

To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. Fifty dollars. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., class of 1934.

THE AURELIAN HONOR SOCIETY PRIZE

To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. A cup. Established 1935.

THE LORD PRIZE

Awarded to the Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts

PHILLIPS ACADEMY

a genuinely fine character. A selection of books. Founded (1946) by Mason Faulconer Lord, class of 1944.

RICHARD JEWETT SCHWEPPE PRIZE

Awarded to a member of the senior class in recognition of an unusual spirit of cooperation and friendliness. Thirty-five dollars. Founded (1946) by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, class of 1896.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

PHILLIPS ACADEMY

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804).....	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.....	7,762.64
FARRAR (1865). Samuel Farrar, treasurer of Phillips Academy, 1808 to 1840. (A part of this fund is for other purposes.).....	22,000.00
CLARKE (1870). James G. Clarke, class of 1837, in memory of his mother, Jane Aiken Clarke.....	1,200.00
PETER SMITH BYERS (1878). John Byers, class of 1844, in memory of his brother, of the class of 1847. For boys from Andover.....	500.00
CLASS OF 1878 (1878).....	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.....	1,000.00
FRENCH (1879). Hiram W. French, of Andover.....	1,000.00
CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the class of 1875.....	1,000.00

PHILLIPS ACADEMY

STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.....	26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, class of 1875.....	1,450.14
WARREN F. DRAPER (1890). Warren F. Draper, class of 1843.....	1,000.00
CHARLES L. FLINT (1890). Charles L. Flint, class of 1841. Preference to boys from Middleton, Mass.....	5,000.00
HENRY P. HAVEN (1890). Henry P. Haven, of New London, Conn.....	1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, class of 1839, in memory of his wife.....	1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother.....	1,000.00
DOWE (1892). Joseph Dowe, class of 1817.....	3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the class of 1840	1,000.00
MARY W. HOLBROOK (1900). Mary W. Holbrook.....	500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank W. Hartwell, in memory of their son, of the class of 1908.....	5,000.00

PHILLIPS ACADEMY

GEORGE RIPLEY (1908). George Ripley, of Andover....	2,500.00
T. A. HOLT (1909). T. Augustus Holt, of Andover. For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913). Allan Morse Penfield, class of 1904.....	1,000.00
GEORGE B. KNAPP (1914). Katharine Knapp, in mem- ory of her brother, George B. Knapp, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the class of 1889....	1,425.00
ABRAHAM B. COFFIN (1924). Abraham B. Coffin, class of 1852.....	2,000.00
SAMUEL M. EVANS (1922). Samuel M. Evans, class of 1887. (A part of the fund is for other purposes.).....	2,000.00
AMASA J. WHITING (1927). Mrs. May C. W. Speare, in memory of her father, Amasa J. Whiting.....	2,515.65
JAMES H. HASTE (1930; 1933). James H. Haste, class of 1894.....	241,074.18
HENRY WALDO GREENOUGH (1931). Henry W. Green- ough, class of 1889.....	2,000.00

PHILLIPS ACADEMY

MONCRIEFF M. COCHRAN (1932). Moncrieff M. Cochran, class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00
OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students.....	500.00
DAVID AND LUCY HAYWARD SHAW FUND (1939). David and Lucy Hayward Shaw. Preference to boys from Andover.....	10,000.00
WINTHROP H. SMITH (1943). Winthrop H. Smith, class of 1912.....	5,000.00
ARTHUR L. KERRIGAN (1945). Arthur L. Kerrigan, class of 1915.....	2,500.00
ABBOT STEVENS (1945). Abbot Stevens, class of 1907	10,000.00
CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Cecil K. Bancroft, class of 1887, registrar and instructor at Phillips Academy, 1906-1932.....	3,000.00
LEONARD A. HOCKSTADER (1946). Leonard A. Hockstader, class of 1896.....	2,500.00

SPECIAL SCHOLARSHIP FUNDS

JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover.....	5,000.00
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PHILLIPS ACADEMY

- ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, class of 1912, who died in the military service of the United States, 1918..... 6,000.00
 "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."
- GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, class of 1892..... 10,000.00
 "The income is used annually for the assistance of a worthy student or students, of limited means."
- GORDON FERGUSON ALLEN (1920). "Friends of the school," in memory of Gordon Ferguson Allen..... 5,000.00
 "The income is awarded annually to a deserving student of character and promise and of limited means."
- REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920). Rev. William Henry Haskell, class of 1856, and his five sons, classes of 1883, 1888, 1890, and 1895..... 3,000.00
 "The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."
- CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, class of 1906..... 5,000.00
 "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most

PHILLIPS ACADEMY

embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."

FRANK DALE WARREN (1925). Frank Dale Warren, Jr., class of 1915, in memory of his father, of the class of 1879..... 1,000.00

"The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty."

ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, class of 1900, in memory of his brother, of the class of 1897..... 5,000.00

"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."

SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, of the class of 1923..... 5,000.00

"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

CLASS OF 1871. ANDOVER-HARVARD (1928, sustained since 1912). Henry S. Van Duzer, class of 1871. A part of this fund is for a College Freshman scholarship)..... 12,500.00

"The income is awarded annually on the basis of

PHILLIPS ACADEMY

high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time."

CLASS OF 1871. HARVARD-ANDOVER. "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school."

WILLIAM THOMPSON REED MEMORIAL (1930). His father and mother and members of his family, in memory of William Thompson Reed, class of 1929. 11,100.00
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."

SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the class of 1898. 5,000.00

AUGUSTUS PORTER THOMPSON (1943). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, class of 1892. 5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, a member of the class of 1922 2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."

PHILLIPS ACADEMY

CHARLES W. CARL (1945). Charles W. Carl, class of 1910..... 5,000.00

“Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University.”

HERBERT E. STILWELL (1945). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, of the class of 1941, who was lost in the English Channel on a mission during the war..... 10,000.00

“Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship.”

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, class of 1891..... 5,000.00

“Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course.”

The following scholarships are sustained by regular annual gifts, or by a single gift:

GEORGE WEBSTER OTIS (1920). Joseph Edward Otis, class of 1888, and Mrs. Otis, in memory of their son, Lieut. George Webster Otis, class of 1914, who died in the military service of the United States, 1918..... 250.00

PHILLIPS ACADEMY

“Awarded to a student who, in the judgment of the Headmaster, combines the qualities of sound character and high ambition.”

SOCIETY OF INQUIRY (1934)..... 400.00

“Two awards of \$200 each, to two deserving students, nominated by the Headmaster, who have attended Phillips Academy for at least one year.”

AMHERST COLLEGE (1935)..... 400.00

An annual award, granted on the basis of scholarship, character, and need, and on the nomination of the Headmaster, to a graduate of Phillips Academy entering Amherst; to be held for four years, or as long as the recipient maintains an average of eighty per cent or better.

DE LONG (1938). Mrs. George Bowen de Long of New York City..... 1,000.00

Two scholarships, of \$500 each, to be held during their Freshman year at Princeton University by graduates of Phillips Academy, who have been nominated by the Headmaster on grounds of “scholarship, character, and qualities of leadership, as well as the degree of their need of assistance.”

YALE UNIVERSITY (1938). Anonymous..... 1,000.00

“Awarded to a candidate selected by the Freshman Scholarship Committee at Yale, the choice to be made on the basis of a candidate’s school record, his special scholarship qualifying examination, his character and personality, his capacity for leadership, his promise of future usefulness, and his financial need.”

PHILLIPS ACADEMY

- RALPH TIPTON DAVIS MEMORIAL (1939).** The Class of 1904, Princeton University, in memory of Ralph Tipton Davis, of the Class of 1904, Princeton University, and of the Class of 1900, Phillips Academy. 600.00
- “Awarded to a student from Phillips Academy in his Freshman year at Princeton University, who is chosen by the Headmaster and Faculty of Phillips Academy because of his definite need for financial aid, and on the basis of high scholarship, ideals, character, personality, and achievement in extra-curricular activities.”
- ALAN FOX (1942).** Joseph C. Fox of the class of 1934 in memory of his father, the late Alan Fox of the class of 1899. 1,200.00
- “To be awarded annually in the sum of twelve hundred dollars to a student preparing for Yale University who is in need of financial aid and who, in the opinion of the Headmaster, combines those qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make him an outstanding person in the eyes of the Faculty and students of Phillips Academy, like the man in whose memory this scholarship is given.”
- CATLIN (1944).** Established by the late George H. Catlin of the class of 1863. 500.00
- “Net income awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. Tenable during the Senior year at Phillips Academy.”

PHILLIPS ACADEMY

AWARD OF PRIZES AND SPECIAL SCHOLARSHIPS

1945-46

ENGLISH

DRAPER PRIZES

1. John Mark Rudkin, Norwalk, Conn.
2. Joel Peter Martin Nixon, New York, N. Y.

MEANS PRIZES

1. Frederick Gregg Thompson, 3d, St. Joseph, Mo.
2. Richard Cantrell Moses, Pittsburgh, Pa.
3. David Gordon Nathan, Newton Centre

CARR PRIZES

1. Paul Rodney McHugh, Lawrence
2. Carl Henry Shaifer, 3d, Montclair, N. J.
3. Haydn Higgins, Andover
4. Andrew Lorant, Lenox

ARTHUR W. LEONARD PRIZES

1. Richard Stewart Coulson, New York, N. Y.
2. Charles Francis Flynn, Chappaqua, N. Y.
3. Sheward Hagerty, New York, N. Y.

SCHWEPPE PRIZES

1. Roger Blaine Salomon, Little Compton, R. I.
2. Geoffrey Douglas Bush, Cambridge

THE GOODHUE PRIZES

1. Geoffrey Douglas Bush, Cambridge
2. Divided between:
Giles Constable, Cambridge
John Wheelock Freeman, Riverdale, N. Y.

PHILLIPS ACADEMY

THE STEPHEN S. LANGLEY PRIZE

Edward Bailey Crichton, Pembroke, Bermuda

THE CHARLES SNOW BURNS PRIZES

Senior: Giles Constable, Cambridge

Upper Middle: William Louis Stuckey, Jr., Charlotte, N. C.

Lower Middle: Charles Graydon Poore, 3d, New York, N. Y.

THE CHARLES C. CLOUGH MEMORIAL PRIZE

Giles Constable, Cambridge

THE ROBINSON PRIZES

1. Joel Peter Martin Nixon, New York, N. Y.
2. John Joseph Sexton, Jr., Arlington
3. Richard Woodward Hulbert, West Somerville

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

1. Geoffrey Douglas Bush, Cambridge
2. William Alan Christison, Andover
3. Fred Wendell Doyle, Jr., Andover

WILLIAM N. WEIR PRIZE

Geoffrey Douglas Bush, Cambridge

REVEREND ALFRED JOHNSON PRIZE

Divided between:

Geoffrey Douglas Bush, Cambridge

William Alan Christison, Andover

ALLEN ROGERS BENNER PRIZE

Samuel Frederic Will, Jr., Urbana, Ill.

PHILLIPS ACADEMY

THE DOVE PRIZES

1. Geoffrey Douglas Bush, Cambridge
2. William Alan Christison, Andover
3. Warren Mortimer Greene, Binghamton, N. Y.

DEPARTMENT OF LATIN PRIZES

Latin 2: John Bruce Forbes, Minneapolis, Minn.

Latin 3: David Llewellyn Jones, Reading

VALPEY CLASSICAL PRIZE

Richard Arthur Henry, New York, N. Y.

GERMAN

ROBERT STEVENSON PRIZE

David Llewellyn Jones, Reading

JOHN AIKEN PRIZES

1. Warren Mortimer Greene, Binghamton, N. Y.
2. David Llewellyn Jones, Reading

CARL SCHURZ PRIZE

William Burton Henry, Baltimore, Md.

FRENCH

FREDERIC HOLKINS TAYLOR PRIZES

1. Ronald Oliver Levinson, Orono, Maine
2. Jeff Corydon, 3d, Cranston, R. I.

COURNAND PRIZE

Arthur Peter G. Contas, Chestnut Hill

PHILLIPS ACADEMY

FRENCH DEPARTMENT PRIZES

1. Leopoldo Andres Ffrench, Mexico City, Mexico
2. Robert Shaw Oliver Harding, Rumson, N. J.

SPANISH

THE HAYDEN PRIZE

Charles Graydon Poore, 3d, New York, N. Y.

HISTORY

THE GEORGE LAUDER PRIZES

1. Richard Woodward Hulbert, West Somerville
2. Stephen Preston Clement, Jr., Sarasota, Fla.

THE LLOYD W. SMITH PRIZE

Giles Constable, Cambridge

THE CHARLES ELLIOTT PERKINS PRIZE

Giles Constable, Cambridge

THE HAYMOND PRIZE

David Llewellyn Jones, Reading

MATHEMATICS

THE CONVERS PRIZES

1. William Moore Van Cleve, Moberly, Mo.
2. Warren Mortimer Greene, Binghamton, N. Y.

THE GEORGE T. EATON PRIZE

Henry Alexander Into, Lake Forest, Ill.

PHILLIPS ACADEMY

THE MCCURDY PRIZES

1. Robert Fulton Barnett, Jr., Pittsburgh, Pa.
2. Marshall Strong Foxwell, Camden, Maine

THE EDWARD BAILEY PRIZE

John Bruce Forbes, Minneapolis, Minn.

THE RENSSELAER MEDAL

Robert Fulton Barnett, Jr., Pittsburgh, Pa.

SCIENCE

THE WILLIAM S. WADSWORTH PRIZE

Nathaniel Phillips Carleton, Arlington, Va.

THE DALTON PRIZE

William Gardner Blanding, W. Barrington, R. I.

THE OTHNIEL C. MARSH PRIZE

Divided between:

William Albrecht Currier, Wenham

Jeff Corydon, 3d, Cranston, R. I.

THE JAMES C. GRAHAM PRIZE

Owen Haskell, Yarmouth, Maine

ART

THE MORSE PRIZE

Matthew Thomas Abruzzo, Jr., Brooklyn, N. Y.

THE THOMPSON PRIZE

John Elbert Cowley, Clairton, Pa.

PHILLIPS ACADEMY

ADDISON GALLERY ASSOCIATES PRIZE

Divided between:

Edward Sprague Jones, Oyster Bay, N. Y.

Richard Ward Kimball, Andover

THE JOHN ESTHER GALLERY PRIZE

John Mark Rudkin, Norwalk, Conn.

MUSIC

THE CHARLES CUTTER PRIZES

1. James Douglas Wood, Newtonville
2. Rodman Dunbar Rhodes, Des Moines, Iowa

THE FRANK VAN DER STUCKEN PRIZE

James Sands Darling, 3d, Hampton, Va.

PIANO PRIZES

Divided between:

James Sands Darling, 3d, Hampton, Va.

John Gordon Koch, Haverhill, N. H.

THE EDWARD PITKIN POYNTER PRIZE

Divided between:

Lawrence Allan Carlsmith, Baton Rouge, La.

Congrave Hamilton Quinby, Durham, N. H.

THE AINSWORTH B. JONES PRIZE

James Sands Darling, 3d, Hampton, Va.

THE MUSICAL COMPOSITION PRIZE

Donald Cory Harshman, Englewood, N. J.

PHILLIPS ACADEMY

OTHER PRIZES AND SPECIAL SCHOLARSHIPS

THE NEW ENGLAND FEDERATION OF HARVARD CLUBS PRIZE

Nathaniel Phillips Carleton, Arlington, Va.

THE PHILLIPIAN PRIZE

Michael Suisman, West Hartford, Conn.

THE CECIL K. BANCROFT PRIZE

Dudley Teepell Colton, Jr., Martinsville, N. J.

THE JOHN ADAMS KINGSBURY, JR., PRIZE

Scott Ilsley Paradise, Andover

BUTLER-THWING PRIZE

Raymond Quintus Anderson, Jamestown, N. Y.

THE AURELIAN HONOR SOCIETY PRIZE

Richard Cantrell Moses, Pittsburgh, Pa.

THE YALE BOWL

Oscar Stanton DePriest, 3d, Chicago, Ill.

THE IMPROVEMENT PRIZE

Robert Pomeroy Weis, Lancaster

THE FULLER PRIZE

Harold Lawrence Upjohn, Kalamazoo, Mich.

THE HEADMASTER'S PRIZE

Richard Reilly Hudner, Fall River

THE FACULTY PRIZE

Geoffrey Douglas Bush, Cambridge

THE BIERER PRIZE

Jerome Howard Ferguson, Jr., Shreveport, La.

PHILLIPS ACADEMY

THE COMMONS PRIZE

Henry Francis Stoltmann, Meriden, Conn.

THE PAUL REVERE PRIZES IN PRINTING

1. Stephen Cornell Bohan, Hamden, Conn.
2. Thomas Briggs Henderson, Jr., Charlotte, N. C.

THE SULLIVAN PRIZES

Senior: Charles Montgomery Gray, Urbana, Ill.

Upper Middler: Max Becker, Jr., Buffalo, N. Y.

Lower Middler: Warren Mortimer Greene, Binghamton, N. Y.

Junior: Fred Adelman, Lawrence

Divided among: THE JOHN P. HOPKINS PRIZE

Donald Kenzie Cameron, Jr., Andover

Robert Look Dea, Andover

Peter Collins Dorsey, New London, Conn.

James Dana Eastham, Andover

George Robert Henderson, Ballardvale

Richard Ward Kimball, Andover

Richard Harris Lawrence, Jr., Fitchburg

John Talbot Ordeman, Westport, Conn.

Robert Averal Rosenthal, Waterville, Maine

Roger Blaine Salomon, Little Compton, R. I.

John Joseph Sexton, Jr., Arlington

Charles Waldron Stearns, Atlanta, Ga.

Norman Franklin Thompson, Jr., Fall River

Dan Stuart Tucker, Cleveland, Ohio

Harold Lawrence Upjohn, Kalamazoo, Mich.

Peter John Urnes, Michigan City, Ind.

Robert Pomeroy Weis, Lancaster

PHILLIPS ACADEMY

THE deLONG SCHOLARSHIPS

William Alan Christison, Andover

Fred Wendell Doyle, Jr., Andover

THE RALPH TIPTON DAVIS MEMORIAL SCHOLARSHIP

Robert Fulton Barnett, Jr., Pittsburgh, Pa.

THE AMHERST COLLEGE SCHOLARSHIP

Paul Alexander Marier, Andover

THE HARVARD-ANDOVER SCHOLARSHIP

Geoffrey Douglas Bush, Cambridge

THE ANDOVER-HARVARD SCHOLARSHIP

Warren Mortimer Greene, Binghamton, N. Y.

THE SMITH LEWIS MULTER, JR., MEMORIAL SCHOLARSHIP

Donald Laurence Morton Blackmer, Andover

THE CHARLES C. CLOUGH MEMORIAL SCHOLARSHIP

William Louis Stuckey, Jr., Charlotte, N. C.

THE WILLIAM THOMPSON REED SCHOLARSHIP

Thomas Hunt Wyman, St. Louis, Mo.

THE ROBERT HENRY COLEMAN MEMORIAL SCHOLARSHIP

Clement Alexander Flagler Hastie, Takoma Park, Md.

THE GEORGE WEBSTER OTIS SCHOLARSHIP

Ross Albin Kipka, Cleveland Heights, Ohio

THE GEORGE XAVIER MCLANAHAN MEMORIAL FUND

Divided between:

Richard Woodward Hulbert, West Somerville

Clyde Andrew Selleck, Jr., Alexandria, Va.

PHILLIPS ACADEMY

THE GORDON FERGUSON ALLEN MEMORIAL SCHOLARSHIP
Stephen Preston Clement, Jr., Sarasota, Fla.

THE REVEREND WILLIAM HENRY AND ELLEN CARY HASKELL
SCHOLARSHIP
Nathaniel Phillips Carleton, Arlington, Va.

THE SCHUYLER BUSSING SERVISS MEMORIAL SCHOLARSHIP
Daniel Parker Wise, Beverly Farms

THE ALFRED HOWLETT DURSTON SCHOLARSHIP
Merrill Orne Young, Manchester, N. H.

THE SOCIETY OF INQUIRY SCHOLARSHIPS
Frank Wharton Bradley, La Porte, Texas
Richard Allen Norton, Wellesley Hills

THE AUGUSTUS PORTER THOMPSON SCHOLARSHIP
John Bruce Forbes, Minneapolis, Minn.

THE ALAN FOX SCHOLARSHIP
Reeves Welch Hart, Jr., Stamford, Conn.

THE JOHN CORNELL SCHOLARSHIP
William Stopford, Andover

THE RICHARD STRONG FOXWELL SCHOLARSHIP
Craig Balcombe Brush, New York, N. Y.

THE CHARLES W. CARL SCHOLARSHIP
John Elbert Cowley, Clairton, Pa.

THE COUNAND SCHOLARSHIP
Alan Frederick Sawyer, Jr., Saugus

THE FILM SOCIETY SCHOLARSHIP
Alexander Buel Trowbridge, 3d, New York, N. Y.

PHILLIPS ACADEMY

SPECIAL MENTION FOR DISTINGUISHED SCHOLAR-
SHIP DURING THE SENIOR YEAR

1945-1946

ART

Matthew Thomas Abruzzo, Jr.

BIOLOGY

Jeff Corydon, 3d

William Albrecht Currier

CHEMISTRY

William Gardner Blanding
Jerome Howard Ferguson, Jr.

Kenneth Frank Griffiths
Owen Haskell

ENGLISH

Matthew Thomas Abruzzo, Jr.
Geoffrey Douglas Bush
William Alan Christison

Giles Constable
Jeff Corydon, 3d
Roger Blaine Salomon

FRENCH

Jeff Corydon, 3d

William DuPont Dahling

GERMAN

David Llewellyn Jones

GREEK

Geoffrey Douglas Bush
William Alan Christison

Samuel Frederic Will, Jr.

HISTORY

William Gardner Blanding

Giles Constable

LATIN

Geoffrey Douglas Bush

Giles Constable

PHILLIPS ACADEMY

MATHEMATICS

Lewis Clinton Bancroft	Walter Lawrence Landergan, Jr.
Robert Fulton Barnett, Jr.	Richard Mather Lincoln
William Gardner Blanding	Irénée duPont May
Charles Arthur Blood	Richard Francis Morey, Jr.
Kenneth Dana Borg	Alan Breck Parker
Lawrence Allan Carlsmith	Robert Kent Stafford
Jerome Howard Ferguson, Jr.	Donald Russell Walker
Marshall Strong Foxwell	Robert Pomeroy Weis
Eugene Chadbourne Graves	Charles Willoughby Wilder
Owen Haskell	

MUSIC

James Sands Darling, 3d	John Gordon Koch
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PHYSICS

John Cooley Altrocchi	Edwin Churchill Jordan
Robert Fulton Barnett, Jr.	Richard Francis Morey, Jr.
Alcide Eugene Bernardin	Peter Amerman Peacock
Kenneth Dana Borg	Roger Blaine Salomon
Geoffrey Douglas Bush	Donald Russell Walker
Arnold Jay Cohen	Abraham Charles Webber, Jr.
John Dennis Dwyer	

CUM LAUDE SOCIETY

This society aims to bestow that recognition upon high scholarship in the preparatory schools which the Phi Beta Kappa Society gives to it in the colleges. A scholastic average of 81% is required for election.

These members of the class of 1946 were elected to membership in the *Cum Laude* Society on the basis of their superior scholarship in all subjects for their Senior year.

Walter Monteith Aikman
Robert Fulton Barnett, Jr.
William Gardner Blanding
Kenneth Dana Borg
Geoffrey Douglas Bush
Lawrence Allan Carlsmith
William Alan Christison
Arnold Jay Cohen
Giles Constable
Jeff Corydon, 3d
Oscar Stanton De Priest, 3d

Jerome Howard Ferguson, Jr.
Marshall Strong Foxwell
David Llewellyn Jones
Walter Lawrence Landergan, Jr.
Donald Mark Landis
Richard Mather Lincoln
Donald Eugene McDonough
Richard Francis Morey, Jr.
Roger Blaine Salomon
Donald Russell Walker
Samuel Frederic Will, Jr.

PHILLIPS ACADEMY

SCHOLARSHIP HONORS 1945-1946

HONORS OF THE FIRST GRADE

Awarded to those who have an average of 86 and no grade lower than 70.

SENIORS

R. F. Barnett, Jr.	3 terms	O. S. DePriest, 3d	1 term
W. G. Blanding	1 term	J. H. Ferguson, Jr.	2 terms
K. D. Borg	3 terms	D. L. Jones	2 terms
G. D. Bush	3 terms	W.L.Landergan, Jr.	1 term
W. A. Christison	1 term	R. F. Morey, Jr.	3 terms
G. Constable	2 terms	R. B. Salomon	3 terms
J. Corydon, 3d	3 terms	D. R. Walker	1 term
S. F. Will, Jr.	1 term		

UPPER MIDDLE

D. L. M. Blackmer	2 terms	S. P. Clement, Jr.	2 terms
C. B. Brush	1 term	R. W. Hulbert	3 terms
N. P. Carleton	3 terms	A. M. Schulte	2 terms
P. J. Urnes	1 term		

LOWER MIDDLE

A. D. Armer	1 term	R. A. Kipka	1 term
J. B. Forbes	3 terms	C. A. Poore, 3d	1 term
C. R. Treuhold	2 terms		

JUNIORS

R. Q. Anderson	3 terms	C. A. F. Hastie	3 terms
P. A. Brodeur, Jr.	2 terms	C. H. Shaifer	1 term

PHILLIPS ACADEMY

HONORS OF THE SECOND GRADE

Awarded to those who have an average of 81 and no grade lower than 65.

SENIORS

M. T. Abruzzo, Jr.	1 term	O. Haskell	1 term
W. M. Aikman	2 terms	D. L. Jones	1 term
J. C. Altrocchi	2 terms	R. W. Kimball	1 term
L. C. Bancroft	2 terms	W. L. Landergan, Jr.	2 terms
A. E. Bernardin	1 term	D. M. Landis	2 terms
L. A. Carlsmith	3 terms	R. O. Levinson	2 terms
W. A. Christison	2 terms	R. M. Lincoln	2 terms
A. J. Cohen	3 terms	D. E. McDonough	2 terms
G. Constable	1 term	I. duP. May	1 term
E. B. Crichton	1 term	R. C. Moses	2 terms
W. D. Dahling	1 term	A. P. Schmidt	1 term
O. S. De Priest, 3d	2 terms	J. M. Sharpe, Jr.	1 term
J. D. Dwyer	1 term	B. H. Stevens	1 term
J. H. Ferguson, Jr.	1 term	B. S. Vroman, Jr.	2 terms
M. S. Foxwell	3 terms	D. R. Walker	2 terms
S. F. Will, Jr.	2 terms		

UPPER MIDDLERS

F. Adelman	2 terms	M. I. Levine	1 term
D. L. M. Blackmer	1 term	St. J. R. Marshall, Jr.	2 terms
C. B. Brush	2 terms	R. D. Milkman	2 terms
T. B. Calhoun	1 term	R. A. Norton	2 terms
S. P. Clement, Jr.	1 term	E. J. Ottenheimer, Jr.	1 term
J. E. Cowley	1 term	A. M. Schulte	1 term
P. O. Forrestal	1 term	W. Stopford	2 terms
L. H. González	2 terms	C. P. Summerall, 3d	1 term
C. V. Greenburg	2 terms	F. G. Thompson, 3d	1 term

PHILLIPS ACADEMY

W. M. Greene	3 terms	P. J. Urnes	1 term
D. C. Harshman	2 terms	B. L. Varney	1 term
R. W. Hart, Jr.	2 terms	R. F. Wille	2 terms
R. C. Knowles	1 term	M. D. Winer	3 terms
J. A. Kozol	2 terms	T. H. Wyman	1 term
G. M. Kurzon, Jr.	1 term	E. D. Yost	2 terms
M. O. Young	1 term		

LOWER MIDDLEBURY

A. D. Armer	2 terms	J. B. Lanes	3 terms
F. W. Bradley	1 term	P. H. Miller	2 terms
G. M. Campbell, Jr.	1 term	E. L. O'Connor	2 terms
A. P. G. Contas	1 term	C. G. Poore, 3d	1 term
R. S. Coulson	2 terms	R. H. Rubin	2 terms
J. A. K. Davis	1 term	A. F. Sawyer, Jr.	3 terms
B. P. Dempsey	2 terms	A. G. Schwartz	2 terms
J. P. Flemming	3 terms	C. A. Selleck, Jr.	3 terms
S. G. Gilbert	2 terms	J. Sylvester, Jr.	3 terms
R. S. O. Harding	1 term	C. R. Treuhold	1 term
W. B. Henry	3 terms	B. S. Wellman	1 term
B. L. Ingraham	1 term	A. C. West	1 term
R. A. Kipka	2 terms	D. P. Wise	3 terms

JUNIORS

G. A. Ball, 2d	1 term	J. W. Kimball	2 terms
G. E. Duvoisin	1 term	P. D. Levin	2 terms
L. A. Ffrench	1 term	M. H. Linn, 3d	3 terms
E. B. Gould, 3d	2 terms	P. L. Nash	2 terms
K. K. Johnston, Jr.	1 term	C. H. Shaifer	2 terms
E. G. Smith	1 term		

PHILLIPS ACADEMY

COLLEGES ADMITTING MEMBERS OF THE CLASS OF 1946*

Amherst	13
Boston University	3
Bowdoin	4
Brown	13
California Institute of Technology	2
Colby	1
Columbia	2
Cornell	7
Dartmouth	5
Earlham	1
Georgetown	1
Harvard	41
Hobart	1
Johns Hopkins	1
Kenyon	2
Massachusetts Institute of Technology	5
Middlebury	1
Northwestern	1
Princeton	19
Reed	1
Stanford	10
Stevens Institute of Technology	1
University of Arizona	1
University of California	1
University of Cincinnati	1
University of Michigan	2
University of Pennsylvania	1
University of Vermont	1
University of West Virginia	1
Washington and Lee	2
West Point	1
William and Mary	1
Williams	12
Yale	47

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*NOTE: This table includes 12 boys admitted to two colleges.

PHILLIPS ACADEMY

STUDENTS 1946-1947

STUDENT COUNCIL

Seniors

John Elbert Cowley
Louis Edwards Gross
Reeves Welch Hart, Jr.
William Louis Stuckey, Jr.
Michael Suisman
Frederick Gregg Thompson, 3d
Alexander Buel Trowbridge, 3d

Upper Middlers

Robert Louis Griffin
Larry Dwight Lewis
John Talbot Ordeman

Lowers

Milman Hart Linn, 3d
Edwin Gehring Smith

SENIORS

(The men whose names are marked with an asterisk served in the United States armed forces during World War II.)

Adams, David Paul	<i>Essex Fells, N. J.</i>
Addison, John West, Jr.	<i>Washington, D. C.</i>
Adelman, Fred	<i>Lawrence</i>
Aikens, Charles Thomas, 2d	<i>State College, Pa.</i>
Allegaert, Winthrop John	<i>Newton Centre</i>
Anderson, Theodore Inglis	<i>Urbana, Ill.</i>
Anderson, Wallace Witmer, Jr.	<i>Portland, Maine</i>
Appel, George Frederick Baer, Jr.	<i>Wynnewood, Pa.</i>
Arnold, Henry Rogers, Jr.	<i>New Haven, Conn.</i>
*Arnold, Mason Green	<i>Willimantic, Conn.</i>
Arnold, Randolph Gordon	<i>Beverly Hills, Calif.</i>
*Ashburn, John Robert	<i>Andover</i>

PHILLIPS ACADEMY

Bahr, Frederick Griffith	<i>Detroit, Mich.</i>
Barnes, Samuel Elder	<i>Mansfield</i>
Barrett, Joseph Russell, Jr.	<i>Chappaqua, N. Y.</i>
*Barron, Richard Bradley	<i>Wellesley Farms</i>
Beals, Burton Lane	<i>Cooperstown, N. Y.</i>
Benfer, William Lawrence	<i>Dallas, Texas</i>
*Bidgood, Berkeley Carrington	<i>West Hartford, Conn.</i>
*Black, Robert Fager, Jr.	<i>Cleveland Heights, Ohio</i>
Blackburn, Alexander Lambert	<i>Durham, N. C.</i>
Blackmer, Donald Laurence Morton	<i>Andover</i>
Blair, Richard Mitchell	<i>Warren, Pa.</i>
Blankenship, John Cooper	<i>Texarkana, Texas</i>
Blood, Charles Arthur	<i>Swampscott</i>
Bloom, John Carlton	<i>Weston</i>
Bogan, Stephen Cornell	<i>Hamden, Conn.</i>
Boyce, James Edward	<i>Andover</i>
Boyd, James Churchill	<i>Portland, Maine</i>
Bradley, Charles Edward, 3d	<i>Lawrence</i>
Briggin, Herbert Stanley	<i>Larchmont, N. Y.</i>
Brockie, Arthur Howell, 2d	<i>Englewood, N. J.</i>
Brooks, Robert Wright	<i>Hinsdale, Ill.</i>
Brown, Warren Archibald Hoadley	<i>Devonshire, Bermuda</i>
Brush, Craig Balcombe	<i>New York, N. Y.</i>
Buckley, David	<i>Brockton</i>
Burgess, Arthur Ellery, Jr.	<i>Shrewsbury</i>
Calhoun, Thomas Bartling	<i>New York, N. Y.</i>
Calnan, Alan Stanford	<i>Duluth, Minn.</i>
Cantwell, Samuel Henderson	<i>San Mateo, Calif.</i>
Caplan, Carl Gerald	<i>Methuen</i>
Carleton, Nathaniel Phillips	<i>Arlington, Va.</i>
Carstensen, Niels Viggo	<i>Copenhagen, Denmark</i>
Champlin, Joseph Masson	<i>Cleveland, N. Y.</i>
Chapin, Neil, Jr.	<i>Longmeadow</i>
Cieszynski, Henry Venard	<i>New Britain, Conn.</i>
Clark, Byron John	<i>Larchmont, N. Y.</i>
Clayton, John Gardner	<i>Chelmsford</i>
Clement, Stephen Preston, Jr.	<i>Sarasota, Fla.</i>
Clements, Charles Lane, Jr.	<i>Miami Beach, Fla.</i>
Clifford, Stewart Burnett	<i>Weston</i>
Cochran, John Albert	<i>Sheffield, Pa.</i>

PHILLIPS ACADEMY

Collins, John Joseph, Jr.
 Conzelman, Peter Smith
 *Cooper, James Fenimore
 Cornell, Harry Mack, Jr.
 Cowley, John Elbert
 *Craven, Donovan
 Cronin, John Drummond
 Crowe, Arthur Samuel, Jr.
 Cunningham, Donald Eugene
 Curbelo, Pablo Guillermo, Jr.
 *Currier, Philip Mahlon, Jr.
 Curtis, John Howard
 Dabney, Samuel Gordon, 2d
 Dacey, Daniel Paul, Jr.
 Dakin, Richard Lansing
 Davenport, Henry Bonnell
 Davis, William Evans
 Day, Lee Garnett, Jr.
 Dearborn, Robert Norman
 de Marcellus, Robert Xavier
 Drury, Ralph Reinhold
 Duffy, James Eugene, 3d
 Dulin, Robert Stimson
 Edge, Loyall Howard
 Ehrlich, Moses Gordon
 *Elliott, James Alexander
 Englund, David Robert, Jr.
 Engstrom, William Roy
 Farrington, Brendan John
 Filler, William Waldemar
 Fink, Richard Edward
 *Fish, Mitchell
 Fleming, Leslie Hugh
 Fleming, Peter Emmet, Jr.
 Flerlage, Stuart Quentin, Jr.
 Flickinger, Haviland
 Fonda, Allen Ballard
 Forrestal, Peter Ogden
 Fortmiller, Frederick Vincent
 Freedman, Jerome Kenneth

Wellesley Hills
Barre, Vt.
New York, N. Y.
Carthage, Mo.
Clairton, Pa.
Bronxville, N. Y.
Andover
Wakefield
Providence, R. I.
Santurce, Puerto Rico
Ballston Spa, N. Y.
West Bridgewater
Louisville, Ky.
Haverhill
San Francisco, Calif.
Riverside, Conn.
Denver, Colo.
West Cornwall, Conn.
Reading
Palm Beach, Fla.
Youngstown, Ohio
Guilford, Conn.
Pasadena, Calif.
Princeton, N. J.
Springfield
Winthrop
Milford, Conn.
Newtonville
Lowell
Bayside, L. I., N. Y.
Santa Barbara, Calif.
Greenwich, Conn.
Yauco, Puerto Rico
Middletown, N. J.
Cincinnati, Ohio
Brooklyn, N. Y.
Skaneateles, N. Y.
Washington, D. C.
Auburndale
New Haven, Conn.

PHILLIPS ACADEMY

Gardner, Richmond	<i>New York, N. Y.</i>
*Geffin, Philip	<i>Roxbury</i>
*Gibbons, William Robert	<i>Lawrence</i>
*Gifford, Charles Conyngham, Jr.	<i>New York, N. Y.</i>
Glazer, Norman Marshel	<i>Chestnut Hill</i>
González, Lohr Hershell	<i>San Juan, Puerto Rico</i>
Goodenow, Earle Albert, Jr.	<i>Oklahoma City, Okla.</i>
Goodhue, Stephen Van Rensselaer	<i>Hewlett, L. I., N. Y.</i>
*Gould, Harold Alton, Jr.	<i>Wakefield, R. I.</i>
Green, Thomas Dudley, Jr.	<i>West Hartford, Conn.</i>
Greenburg, Carl Victor	<i>Passaic, N. J.</i>
Greene, Warren Mortimer	<i>Binghamton, N. Y.</i>
*Gregory, William Daniel, 2d	<i>Wayzata, Minn.</i>
Griffin, Claibourne Eugene, Jr.	<i>Washington, D. C.</i>
Grinnell, John Howland	<i>Vancouver, B.C., Canada</i>
Gross, Louis Edwards	<i>Chicago, Ill.</i>
Hall, Graham	<i>Boston</i>
Harshman, Donald Cory	<i>Englewood, N. J.</i>
Hart, Reeves Welch, Jr.	<i>Stamford, Conn.</i>
Heely, Leroy Patterson	<i>Plainfield, N. J.</i>
Heffernan, Raymond William	<i>Worcester</i>
Henderson, George Robert	<i>Ballardvale</i>
Henry, Richard Arthur	<i>New York, N. Y.</i>
Hershey, Donald Lloyd	<i>Lemoyne, Pa.</i>
Hood, Charles Harvey, 2d	<i>Brookline</i>
Howell, Kimbark Warren Wentworth	<i>Waterford, Conn.</i>
Hubbard, Ford, Jr.	<i>Houston, Texas</i>
Hughes, William Gordon, Jr.	<i>South Dartmouth</i>
Hulbert, Richard Woodward	<i>West Somerville</i>
*Hunt, Harry Selby	<i>Pebble Beach, Calif.</i>
*Hyder, Henry Kalil, Jr.	<i>Methuen</i>
Ingram, Frederic Bigelow	<i>Nashville, Tenn.</i>
Jackson, Winslow Loring	<i>Chicago, Ill.</i>
*Janney, John Milne	<i>Annapolis, Md.</i>
Johnson, William Reid	<i>Durham, N. H.</i>
Johnston, Robert, 3d	<i>Cooperstown, N. Y.</i>
Kaufman, Douglas Francis	<i>Portland, Ore.</i>
Kelly, William Tolson, 3d	<i>Darien, Conn.</i>
Knowles, Robert Courtland	<i>Providence, R. I.</i>
Koehler, Carl Julius, Jr.	<i>Clayton, Mo.</i>

PHILLIPS ACADEMY

Koehler, Peter Huber
 Kolsky, Leonard Sheldon
 Kopperl, George Delano
 Kozol, Joel Asher
 Kurzon, George Muldon, Jr.
 Lackey, Frank Danby, 3d
 Laidlaw, Angus McPherson
 Lancaster, Alexander Pope, Jr.
 *Lancey, Roderic Charles
 Lasley, Robert Art
 Latour, Leroy Tether
 *Leach, Charles Albert
 Levine, Miles Irwin
 *Lightner, Drake Jackson
 Lovekin, Arthur Adams
 Lovekin, William Stevens
 *Lufkin, Chauncey Forbush, Jr.
 McGill, Douglas Gould Brown
 *McIntosh, Roland Bruce
 MacKenna, Robert Archibald
 McLean, Albert Forbes, Jr.
 MacWilliams, John Joseph, Jr.
 Margolis, James Marsh
 Marshall, St. Julien Ravenel, Jr.
 Mason, Robert Cook
 Matthews, Gilbert Elliott
 Mead, James Michael
 Mead, John Tenney
 Meek, Dudley Holmes, Jr.
 *Mettler, William Kingsland
 Michalovich, Myron
 Milkman, Roger Dawson
 Mitchell, Samuel Leslie, Jr.
 Moffett, Warren Christie
 *Moir, James Lyon
 Mooney, Michael Macdonald
 Moore, Allen Francis, 3d
 Morris, John Andrew
 Mosle, Johann Ludwig, Jr.
 Mott, Seward Hamilton, Jr.

Portland, Ore.
Lawrence
Short Hills, N. J.
Brookline
Uxbridge
Pelham Manor, N. Y.
Harwich Centre
LaGrange, Ill.
Gardner
Flemington, N. J.
Bronxville, N. Y.
Everett
New York, N. Y.
St. Paul, Minn.
Tucson, Ariz.
Tucson, Ariz.
Rye, N. Y.
New York, N. Y.
Montclair, N. J.
Poughkeepsie, N. Y.
Wilton, N. H.
Syracuse, N. Y.
Newton Centre
Washington, D. C.
Woonsocket, R. I.
New York, N. Y.
Erie, Pa.
Barrington, Ill.
Riverside, Conn.
East Orange, N. J.
Haverhill
Scranton, Pa.
Flushing, L. I., N. Y.
Beverly
Marcellus, N. Y.
Oyster Bay, L. I., N. Y.
Ottawa, Ill.
Lawrence
Galveston, Texas
Washington, D. C.

PHILLIPS ACADEMY

Mulligan, Edward Bowman, 3d	<i>Dallas, Pa.</i>
Munroe, John Vinton, Jr.	<i>Cambridge</i>
Murphy, Roger Joseph	<i>Erie, Pa.</i>
Nathan, David Gordon	<i>Newton Centre</i>
Northup, Walter Samuel	<i>North Quincy</i>
Norton, Raymond Francis	<i>Beverly</i>
Norton, Richard Allen	<i>Wellesley Hills</i>
Ogden, James Gordon, 3d	<i>Lakeland, Fla.</i>
*Oliver, William Lawrence	<i>Andover</i>
Osborn, Charles Milton Shove	<i>Boston</i>
Ostrander, William Sterling	<i>Cedartown, Ga.</i>
Ottenheimer, Edward Joseph, Jr.	<i>Windham, Conn.</i>
Owsley, David Thomas	<i>Dallas, Texas</i>
Page, Dudley Hathaway	<i>Cleveland Heights, Ohio</i>
*Parker, Francis Ballard	<i>Concord</i>
Petersen, Henry Andrew, Jr.	<i>Houston, Texas</i>
Petersen, William, Jr.	<i>Wellesley Hills</i>
Pugh, William Robert	<i>Youngstown, Ohio</i>
*Pyle, Robert Curtis	<i>West Chelmsford</i>
Remis, Robert Eliot	<i>Swampscott</i>
Rivers, Alonzo Burrell, Jr.	<i>Anderson, S. C.</i>
Robinson, Frederick James	<i>Grosse Pointe Farms, Mich.</i>
*Rockwell, Dwight, Jr.	<i>New York, N. Y.</i>
Rosenau, William Walter	<i>New York, N. Y.</i>
Ross, John Simon, Jr.	<i>Rye, N. Y.</i>
*Ross, Robert Joseph	<i>Lawrence</i>
Rudkin, John Mark	<i>Fairfield, Conn.</i>
Safford, George Sisson, Jr.	<i>Wellesley Hills</i>
Saltsman, Charles Marsdon, Jr.	<i>Skaneateles, N. Y.</i>
Schulte, Anthony Martin	<i>New York, N. Y.</i>
Scott, Henry Clarkson	<i>East Hampton, L.I., N.Y.</i>
Sherrill, Leicester Haydon, Jr.	<i>North Salem, N. Y.</i>
Silver, Robert Albert	<i>New Haven, Conn.</i>
Smith, Timothy Dean	<i>St. Albans, Vt.</i>
Smith, Winston Franklin	<i>Newton</i>
*Snare, William Dulles	<i>Dorset, Vt.</i>
*Stark, Frederic Wagner, 2d	<i>Hazleton, Pa.</i>
Stearns, Charles Waldron	<i>Atlanta, Ga.</i>
Stearns, Owen Philip	<i>North Conway, N. H.</i>
Steinbach, Bernard Alan	<i>Hamden, Conn.</i>

PHILLIPS ACADEMY

Steinberg, Robert Samuel
 Steiner, Edward Morrow
 Stockwell, James Irving
 Stone, Sidney J., Jr.
 Stopford, William
 Stowell, Samuel Curtis
 Stuckey, William Louis, Jr.
 Stull, Robert Reid, Jr.
 Suisman, Michael
 Summerall, Charles Pelot, 3d
 Taylor, Howard Canning, 3d
 *Taylor, Jack
 Tebbens, Arthur Gerard
 *Terrell, Robert Baynham
 Thompson, Edwin Harry Leo, 2d
 Thompson, Frederic Christianson
 Thompson, Frederick Gregg, 3d
 Thompson, Sheridan Ashcroft
 *Tine, Guido Victor
 Tory, James Marshal
 Tory, John Arnold
 Trowbridge, Alexander Buel, 3d
 Tucker, Robert Newbold
 Tyler, Victor Morris, 2d
 Underwood, Clinton Jerome, Jr.
 Urnes, Peter John
 Varney, Bernard Louis
 Ward, John Frederic
 Wardwell, Albion Harlan, Jr.
 *Ware, Charles Lewis, Jr.
 Waring, Bayard David
 Warren, Richard Burwell
 Warren, Robert Hall
 Webster, Dean Kingman, 3d
 Wheaton, Scott Rodgers
 Wight, Ira Edward, 3d
 Wille, Roland Frank
 Winer, Michael David
 Winter, Thomas Wheatley
 Wood, James Douglas

Lawrence
Los Angeles, Calif.
Hamilton
South Euclid, Ohio
Andover
Larchmont, N. Y.
Charlotte, N. C.
Coshocton, Ohio
West Hartford, Conn.
Washington, D. C.
New York, N. Y.
New York, N. Y.
Rockville Center, L. I., N. Y.
West Hartford, Conn.
Kansas City, Mo.
Chicago, Ill.
St. Joseph, Mo.
Dallas, Texas
Wakefield
Toronto, Ontario, Canada
Toronto, Ontario, Canada
New York, N. Y.
Paget East, Bermuda
Woodbridge, Conn.
Gardner
Michigan City, Ind.
New York, N. Y.
Rye, N. Y.
Pittsburgh, Pa.
Ashby
Melrose
Washington, D. C.
Weston
Andover
Stroudsburg, Pa.
St. Louis, Mo.
New Rochelle, N. Y.
Brookline
Utica, N. Y.
Newtonville

PHILLIPS ACADEMY

Wood, William Clark	<i>Greenwich, Conn.</i>
Woodbury, John Clark	<i>Worcester</i>
Wyman, Thomas Hunt	<i>St. Louis, Mo.</i>
Yost, Edward DuRoss	<i>Lakewood, Ohio</i>
Young, Merrill Orne	<i>Manchester, N. H.</i>
Young, William Boyd	<i>Londonderry, N. H.</i>
*Zonino, Frederick Day	<i>Naugatuck, Conn.</i>
*Zonino, James Day	<i>Naugatuck, Conn.</i>

Seniors—260

UPPER MIDDLE

Altrocchi, Paul Hemenway	<i>Berkeley, Calif.</i>
Alvarez, Eduardo Tomás	<i>Arecibo, Puerto Rico</i>
Armer, Anthony DePinna	<i>New York, N. Y.</i>
Aronson, Philip Stanley	<i>Newton</i>
Baldwin, Robert Ashworth	<i>Andover</i>
Baldwin, Robert Hamilton	<i>Chestnut Hill</i>
Barnes, Frederick Daniell	<i>Franklin, N. H.</i>
Becker, Richard Logan	<i>Dayton, Ohio</i>
Beede, Robert Jenks, Jr.	<i>Rehoboth</i>
Benson, Gilbert Thomas	<i>Portland, Ore.</i>
Berkstresser, Gordon Abbott, 3d	<i>Roanoke Rapids, N. C.</i>
Berry, Henry Newhall, 3d	<i>Swampscott</i>
Biederman, Edwin Williams, Jr.	<i>New York, N. Y.</i>
Bingham, George Holman	<i>Portland, Ore.</i>
Bishop, Robert Roberts, Jr.	<i>Boston</i>
Blackburn, Robert Barnett	<i>Bedford, Pa.</i>
Blodget, Benjamin Bliss	<i>Bucksport, Maine</i>
Bomba, James Stanley	<i>Manhasset, L. I., N. Y.</i>
Booz, Donald Vastine, 2d	<i>West Chester, Pa.</i>
Brace, Robert DeWitt	<i>Dover</i>
Bradley, Donald McMillan	<i>Seattle, Wash.</i>
Bradley, Frank Wharton	<i>Houston, Texas</i>
Bradley, William Cloutier	<i>Lawrence</i>
Bramley, Edwin Leedham, Jr.	<i>Andover</i>
Bress, Allyn	<i>Portsmouth, Va.</i>
Brewster, Donald Hays	<i>Birney, Mont.</i>
Bristol, Ralph Buffum, Jr.	<i>Laconia, N. H.</i>

PHILLIPS ACADEMY

Brown, Harvey Templeton, Jr.	<i>Winnetka, Ill.</i>
Brown, John Freeman, Jr.	<i>Lakeport, N. H.</i>
Buchanan, Harvey Terry	<i>Lima, Ohio</i>
Buckner, Philip Franklin	<i>Northboro</i>
Burke, Roger Middleton, Jr.	<i>Cambridge</i>
Burns, Douglas Snow	<i>Boston</i>
Butler, David	<i>St. Paul, Minn.</i>
Byrne, Joseph William, Jr.	<i>Andover</i>
Byrne, Ruckman Grier	<i>Pasadena, Calif.</i>
Callahan, Paul Anthony	<i>East Douglas</i>
Cameron, Donald Kenzie, Jr.	<i>Andover</i>
Campbell, Glendon Martin, Jr.	<i>Manhasset, L. I., N. Y.</i>
Carl, Charles Wingard, Jr.	<i>Scarsdale, N. Y.</i>
Carmichael, James Hedge, Jr.	<i>Jackson, Mich.</i>
Carroll, James Joseph, Jr.	<i>Old Lyme, Conn.</i>
Chadbourn, Robin	<i>Hampton, Conn.</i>
Cheney, Philip Bigelow	<i>Southbridge</i>
Cheney, Richard Cunningham	<i>Hamden, Conn.</i>
Coates, Winslow Shelby, Jr.	<i>Bayville, L. I., N. Y.</i>
Coleman, Roger Jackson	<i>Nashua, N. H.</i>
Connick, Andrew Jackson	<i>New York, N. Y.</i>
Contas, Arthur Peter G.	<i>Chestnut Hill</i>
Coon, Charles Adams	<i>Boston</i>
Cooper, John Wallis	<i>Washington, D. C.</i>
Cornell, Paul Lincoln, Jr.	<i>Washington, Conn.</i>
Coulson, Richard Stewart	<i>New York, N. Y.</i>
Crawford, Douglas Jay	<i>Orono, Maine</i>
Curry, Henry Edward	<i>Andover</i>
Davenport, Richard Stephen	<i>New Bedford</i>
Davis, John Alsop King	<i>Tuxedo Park, N. Y.</i>
Davis, John Horman Powell	<i>Schenectady, N. Y.</i>
Dea, Robert Look	<i>Andover</i>
Dearborn, David Bailey, 2d	<i>Bath, Maine</i>
Dempsey, Bourne Pope	<i>Cleveland, Ohio</i>
Dickson, Paul Abbott	<i>Bridgeport, Conn.</i>
Diefenbach, Robert Elmer	<i>Rye, N. Y.</i>
Dollar, John Paul	<i>Topeka, Kans.</i>
Downs, Floyd Leroy, Jr.	<i>North Reading</i>
*Drvaric, Francis Leo	<i>Milwaukee, Wis.</i>
Dudley, Thomas Minot, Jr.	<i>Concord, N. H.</i>

PHILLIPS ACADEMY

Dunlap, Harry Mac, Jr.	<i>Darien, Conn.</i>
Dyke, Freeman Huntington, Jr.	<i>Steubenville, Ohio</i>
Elias, Clifford Edward	<i>Lawrence</i>
Esty, Edward Greene	<i>Pawtucket, R. I.</i>
Fenn, William Henry	<i>Mt. Cuba, Dela.</i>
Fenton, David White	<i>Watertown, Conn.</i>
Fine, John Burchard	<i>Southborough</i>
Fleming, John Marley	<i>Lawrence</i>
Flemming, Joseph Peter	<i>Pelham Manor, N. Y.</i>
Flynn, Harry Francis	<i>Edgartown</i>
Forbes, John Bruce	<i>Minneapolis, Minn.</i>
Foster, Glen Seward, 2d	<i>New York, N. Y.</i>
Freeman, William Goodell, Jr.	<i>Greenwich, Conn.</i>
Frohman, Louis Todd	<i>Baltimore, Md.</i>
Gaffney, Bernard Downes	<i>New Britain, Conn.</i>
Gander, Roderick MacLean	<i>Wilton, Conn.</i>
Ganem, Kenneth Joseph	<i>Haverhill</i>
Gendron, Ronald Philip	<i>Sanford, Maine</i>
Gerhard, Frederick Bruce, Jr.	<i>Summit, N. J.</i>
Geyman, John Payne	<i>Santa Barbara, Calif.</i>
Gilbert, Stephen Goltra	<i>Portland, Ore.</i>
Gordon, Robert Miller, Jr.	<i>Carnegie, Pa.</i>
Goss, Donald Carpenter	<i>Larchmont, N. Y.</i>
Graff, Austin Brandt	<i>Camp Hill, Pa.</i>
Griffin, Robert Louis	<i>Lexington</i>
Grosz, Martin Oliver	<i>Douglaston, L. I., N. Y.</i>
Haenschen, Richard	<i>Norwalk, Conn.</i>
Hagerty, Sheward	<i>New York, N. Y.</i>
Hall, Lyle Gillis, Jr.	<i>Ridgway, Pa.</i>
Hardenbergh, Mark Henry	<i>Bronxville, N. Y.</i>
Harding, Robert Shaw Oliver	<i>Rumson, N. J.</i>
Hastings, Francis Murray	<i>Beverly Farms</i>
Hayes, Philip Schuyler	<i>Portland, Ore.</i>
Henderson, Norman Miner	<i>Montclair, N. J.</i>
Henderson, Thomas Briggs, Jr.	<i>Charlotte, N. C.</i>
Henry, William Burton	<i>Baltimore, Md.</i>
Heyl, Andrew McIntosh	<i>Hamilton</i>
Hill, Josiah French	<i>Hanover, N. H.</i>
Hodges, John Suffern	<i>Wellesley</i>
Horne, Walter Sidney, Jr.	<i>East Williston, L. I., N. Y.</i>

PHILLIPS ACADEMY

Hudson, Edward Francis, 3d
 Hunt, Roger Browne
 Hurwitz, Robert Michael
 Hutchinson, William Mackay
 Ingraham, Barton Lee
 Ireland, Andrew Poysell
 Jaffer, Joseph Henry, Jr.
 Johnstone, Jeremy Thurston
 Jones, Frederick Scheetz, 2d
 Keeley, Arthur James
 Keener, Joseph Fackler, Jr.
 Kennedy, Philip Houston
 Kerr, Bruce
 Kimball, Charles Edmunds, 3d
 Kimball, Richard Ayer
 Kimball, William Geoffrey, Jr.
 Kipka, Ross Albin
 Kohler, Conrad Dings
 Lanes, Jerrold Bayard
 Leavitt, Robert Rodney
 Lebet, David Pierre
 Lee, Burton James, 3d
 Lemp, Karl Cadem
 Lewis, Larry Dwight
 Lillard, John Stoll
 Lindsay, Richard David
 Lorant, Andrew
 Lunt, Gibson
 Lynch, Jonathan David
 McCamey, John Hill
 McCoubrie, Robert James, Jr.
 McDonald, John Manderson, 3d
 McHugh, Paul Rodney
 McKay, Hugh Dean, Jr.
 McLean, Roger Duncan
 Macomber, William Bernard, Jr.
 Martineau, James Philip
 Maslin, Charles Walter
 Mason, James Larrence
 Mason, Richard Gordon

Pelham Manor, N. Y.
Greenwich, Conn.
Brookline
Portland, Ore.
Packanack Lake, N. J.
Cincinnati, Ohio
New York, N. Y.
Santa Barbara, Calif.
Larchmont, N. Y.
Fairfield, Conn.
Margate, N. J.
Charlotte, N. C.
Providence, R. I.
Greenwich, Conn.
Swampscott
Clayton, Mo.
Cleveland Heights, Ohio
Kohler, Wis.
Waban
Durham, N. H.
Haverhill
Roslyn, L. I., N. Y.
Chicago, Ill.
Longmeadow
Cincinnati, Ohio
Andover
Lenox
Rochester, N. Y.
Lawrence
Tulsa, Okla.
Andover
Dubuque, Iowa
Lawrence
New York, N. Y.
Wilton, N. H.
Shaker Heights, Ohio
Oconto, Wis.
Port Chester, N. Y.
El Paso, Texas
Woonsocket, R. I.

PHILLIPS ACADEMY

Meador, John Wiswell, Jr.	<i>Cleveland Heights, Ohio</i>
Mehlman, Robert David	<i>New York, N. Y.</i>
Merchant, William Seery	<i>Andover</i>
Meyer, Malcolm Holt	<i>Springville, N. Y.</i>
Miller, Paul Hotchkiss	<i>Meriden, Conn.</i>
Miner, William Whalley	<i>New London, Conn.</i>
Missimer, William Cording, Jr.	<i>Philadelphia, Pa.</i>
Nicholson, Alfred John	<i>Lawrence</i>
O'Connor, Edward Leary	<i>Andover</i>
Ordeman, John Talbot	<i>Westport, Conn.</i>
O'Reilly, Frank Arthur	<i>Lawrence</i>
Parker, James Erwin, Jr.	<i>Fort Edward, N. Y.</i>
Parker, Nathan Kuhns, Jr.	<i>Pittsburgh, Pa.</i>
Parrish, Thomas Kirkpatrick, 3d	<i>Santa Barbara, Calif.</i>
Parsons, Donald Holcombe	<i>Devon, Pa.</i>
Parsons, Thomas Sturges	<i>Ridgewood, N. J.</i>
Paulson, David Carl	<i>Groton</i>
Peers, Michael Joseph Rogers	<i>Montreal, Quebec, Canada</i>
Pinkham, Christopher Choate	<i>Lynn</i>
Poore, Charles Graydon, 3d	<i>New York, N. Y.</i>
Powell, Philip Noble	<i>Baltimore, Md.</i>
Pozzy, Peter McCrillis	<i>Bangor, Maine</i>
Putman, Berthold	<i>New Bedford</i>
Reach, Charles Harrison	<i>Summit, N. J.</i>
Reis, Richard Herbert	<i>Ridgewood, N. J.</i>
Richardson, Robert William, Jr.	<i>Swarthmore, Pa.</i>
Ross, Richard Morrow, Jr.	<i>New Rochelle, N. Y.</i>
Rubin, Richard Hershel	<i>Brookline</i>
Runyon, John Lewis	<i>Darien, Conn.</i>
Rutan, Frank Elmer, 3d	<i>Ardmore, Pa.</i>
Saunders, Preston Howard	<i>Providence, R. I.</i>
Sawyer, Alan Frederick, Jr.	<i>Saugus</i>
Schaffer, John Armes	<i>Montclair, N. J.</i>
Schoeller, Arne Landmark	<i>Riverside, Conn.</i>
Schwartz, Alan Gifford	<i>Chicago, Ill.</i>
Seffens, William Edward	<i>Memphis, Tenn.</i>
Segal, Robert Bassen	<i>Lawrence</i>
Selleck, Clyde Andrew, Jr.	<i>Alexandria, Va.</i>
Sharp, Donald Eugene	<i>Chicago, Ill.</i>
Shepard, Daniel Lawrence	<i>New Britain, Conn.</i>

PHILLIPS ACADEMY

Smith, James Gordon, Jr.
 Smith, John Henry
 Smith, Kellogg Allyn Fowler
 Smith, Mose, 3d
 Smith, Wilbur John, Jr.
 Sommaripa, Amory Mstislav
 Stone, Hugh David
 Stone, Milton Edward, Jr.
 Stookey, Lyman Brumbaugh
 Sylvester, John, Jr.
 Tichnor, Richard Boynton
 Tomei, Manuel Fernandez
 Travis, Curtis Sumner
 Treuhold, Charles Richard
 Tucker, Dan Stuart
 Turner, John Bennett, Jr.
 Ventre, Robert Mario
 Vinton, Drury Lane
 Walthall, William Winkler
 Ward, Robert Brown
 Warner, Alden Young, Jr.
 Watkins, Benjamin Utter
 Weaver, Andrew Dudley
 Weeks, Christopher
 Weldon, James Peter
 Wellman, Bradford Sargent
 West, Allen Crawford
 Wetherbee, Paul George
 White, Richard Booth
 Whitney, Robert Lewis
 Wilkes, Daniel Richard
 Willard, James Essex Fisk
 Williams, Lawrence Evans
 Winchester, Gordon
 Winton, John Norton, Jr.
 Wise, Daniel Parker
 Wood, James Perry, 3d
 Yager, Robert Louis

Dover, Dela.
Beverly
Westfield
Fort Smith, Ark.
Englewood, N. J.
Boyce, Va.
Brockton
Waban
New York, N. Y.
Newport, R. I.
Newton Centre
Sanjurjo, Puerto Rico
Indianapolis, Ind.
Bay Shore, L. I., N. Y.
Cleveland, Ohio
Norwich, N. Y.
Lawrence
Brattleboro, Vt.
Houston, Texas
Boston
Farmington, Conn.
Winnetka, Ill.
Andover
Scituate
Andover
Topsfield
Auburndale
Braintree
Larchmont, N. Y.
Washington, D. C.
New York, N. Y.
Washington, D. C.
Scranton, Pa.
New York, N. Y.
San Marino, Calif.
Beverly Farms
Wheeling, W. Va.
Englewood, N. J.

Upper Middlers—225

PHILLIPS ACADEMY

LOWER MIDDLEBURY

Allen, Robert Gray, Jr.
 Ames, Peter Lesley
 Anderson, Raymond Quintus
 Baker, Wilder DuPuy, Jr.
 Ball, George Alexander, 2d
 Banta, Bruce Ferris
 Bass, Walter Jason
 Batal, Michael Joseph, Jr.
 Beatty, Henry McIntosh, Jr.
 Blank, Henry Millet, Jr.
 Brayton, Robert Gifford
 Brink, Clark Mills
 Brodeur, Paul Adrian, Jr.
 Broussard, Robert William
 Brown, David Henry
 Brumbaugh, Roy Bruce
 Bullard, Gardner Whitman, Jr.
 Bullen, Dana Ripley, 2d
 Byler, William Stedman
 Carrier, Willis Haviland, 2d
 Cartmell, James Robert
 Chandgie, Robert Stanford
 Chandler, Stephen Van Deventer
 Chase, Allen Keep
 Chase, Derwood Sumner, Jr.
 Chittick, John Morgan
 Clemson, Daniel Buckey
 Cleveland, Paul Matthews
 Clifford, Paul Bancroft
 Collins, Morton Brokaw
 Conover, Lawrence
 Cross, John Walter, 3d
 Dakin, Roger Bryant
 Dart, Justin Whitlock, 3d
 Davidson, John Leon
 Doran, Arthur Clement, Jr.
 Dorsey, Peter Collins
 Dunham, Atwood Packard, Jr.

Boston
Cambridge
Bemus Point, N. Y.
Boston
Muncie, Ind.
Hackensack, N. J.
North Haven, Conn.
Lawrence
Cleveland, Ohio
Short Hills, N. J.
Fall River
Falls Church, Va.
Arlington Heights
Chevy Chase, Md.
Tenafly, N. J.
Altoona, Pa.
Brookline
Andover
Chicago, Ill.
Winchester
Middlebury, Vt.
Greensboro, N. C.
Hackensack, N. J.
Deerfield
Charlottesville, Va.
Waban
Baltimore, Md.
New York, N. Y.
Weston
Bound Brook, N. J.
Mamaroneck, N. Y.
Roslyn, L. I., N. Y.
Pasadena, Calif.
Westport, Conn.
Andover
Wellesley Hills
New London, Conn.
Wellesley Hills

PHILLIPS ACADEMY

Duvoisin, George Edward	<i>Clearwater Beach, Fla.</i>
Eastham, James Dana	<i>Andover</i>
Emmert, Julius William	<i>Lawrence</i>
Ernst, Richard Holt	<i>Chestnut Hill</i>
Estes, Ralph	<i>Media, Pa.</i>
Fawcett, Frederick John, 2d	<i>Newton</i>
Ffrench, Leopoldo Andrés	<i>Mexico City, Mexico</i>
Fielding, Richard Baldwin	<i>Winthrop</i>
Finney, Jervis Spencer	<i>Eccleston, Md.</i>
Flather, Frederick, 3d	<i>Andover</i>
Fleming, Joseph Robert	<i>Fairmont, W. Va.</i>
Fleming, William Herbert	<i>Yauco, Puerto Rico</i>
Fletcher, William Morton	<i>White Plains, N. Y.</i>
Flynn, Allan Alexander Arthur	<i>Port Washington, L. I., N. Y.</i>
Flynn, Charles Francis	<i>Chappaqua, N. Y.</i>
Foxwell, Richard Wilkes	<i>Camden, Maine</i>
Gagne, Robert Pickering	<i>Andover</i>
Gifford, Richard Cammann	<i>New York, N. Y.</i>
Golden, Paul Richard	<i>Lawrence</i>
Gould, Edson Beers, 3d	<i>Fair Haven, N. J.</i>
Greco, Donald Roy	<i>Tokio, Japan</i>
Gregory, David Arnold	<i>Wellesley</i>
Harris, Elmer Russell	<i>Andover</i>
Harrison, David Kent	<i>Belmont</i>
Hastie, Clement Alexander Flagler	<i>Takoma Park, Md.</i>
Hattermer, Robert Weatherly	<i>Easton, Pa.</i>
Hollman, Lawrence David	<i>Brockton</i>
Houk, John Franklin	<i>Dayton, Ohio</i>
Husted, Donald Mackay	<i>Buffalo, N. Y.</i>
Ingersoll, Charles Stuart	<i>Halesite, N. Y.</i>
Ingram, Erskine Bronson, 2d	<i>Nashville, Tenn.</i>
Into, Henry Alexander	<i>Lake Forest, Ill.</i>
Johnston, Kenneth Kitchel, Jr.	<i>Forest Hills, L. I., N. Y.</i>
Jordan, Winthrop Donaldson	<i>Worcester</i>
Kaiser, Walter Jacob	<i>Bellevue, Ohio</i>
Kane, Louis Isaac	<i>Waban</i>
Kelly, Lawrence Edward	<i>Marblehead</i>
Kennedy, Donald Davidson, Jr.	<i>Nobleboro, Maine</i>
Kimball, John Ward	<i>Andover</i>
Kurzman, Larry David	<i>Huntington, W. Va.</i>

PHILLIPS ACADEMY

Leonard, Charles Everett
 Levin, Philip Dane
 Lindholm, Clifford Falstrom, 2d
 Linn, Milman Hart, 3d
 Lombard, Richard David
 Lovejoy, Sherwood
 McLane, James Price, Jr.
 Madden, John Edward, 3d
 Marks, Jack Henry
 May, Thayer Thomas, Jr.
 Messing, James Harris
 Mitchell, George Sage
 Molther, Francis Averill
 Muldowny, John
 Mulligan, Samuel Rhoads
 Murray, Irvin Gillis
 Nash, Paul LeNoir
 Neelands, Peter Grant
 Nelson, John Gardner
 Newton, Seth Wolcott
 Nichols, William Edward
 Owens, Owen Michael
 Packard, Edward Burt, Jr.
 Peckham, John Strang
 Penwell, Delos
 Perkins, David Ferguson
 Phelps, Barry Coon
 Picker, David Victor
 Pond, Geoffrey
 Pratt, John Clark
 Prinster, John Howard
 Purves, Alan Carroll
 Reed, David Quinlan
 Rhangos, William Charles
 Rhodes, Rodman Dunbar
 Rider, Theodore Harold, Jr.
 Robillard, Laval Emile
 Robinson, Anthony Christopher
 Robinson, Kent Curtis
 Ryan, Edwin Stripling

Chestnut Hill
Newton
Upper Montclair, N. J.
Zanesville, Ohio
Chelmsford
Greens Farms, Conn.
Akron, Ohio
Lexington, Ky.
Memphis, Tenn.
New Orleans, La.
New York, N. Y.
South Orange, N. J.
Ancon, Canal Zone
New York, N. Y.
Dallas, Pa.
Boston
Poughkeepsie, N. Y.
Sands Point, L. I., N. Y.
Shreveport, La.
Newton Centre
Andover
Harlingen, Texas
Huntington, L. I., N. Y.
White Plains, N. Y.
Andover
West Bridgewater
Grosse Pointe Farms, Mich
New York, N. Y.
Darien, Conn.
Darien, Conn.
Grand Junction, Colo.
Media, Pa.
Kansas City, Mo.
Lowell
Des Moines, Iowa
Hinsdale, Ill.
Gardner
Woodstock, N. Y.
Stamford, Conn.
Fort Worth, Texas

PHILLIPS ACADEMY

Seney, Henry William, Jr.
 Shaifer, Carl Henry, 3d
 Silver, Daniel Higgins
 Skinner, David Mercer
 Slade, Clarke Winship, Jr.
 Smeeth, Conrad
 Smith, Edwin Gehring
 Smith, Gardner Watkins
 Spengler, Silas Oliver
 Spring, Hobart Wadsworth, Jr.
 Stetler, James Merrifield
 Stoltze, William Norris
 Stonehill, Arthur Ira
 Stuckey, Kenneth Fairchild
 Sutherland, Donald James
 Sutherland, John
 Sweeney, Robert Berrell
 Swenson, David Eric
 Systrom, David Murray
 Taylor, George Chadbourne, 3d
 Ten Eyck, Peter Hoyos
 Thompson, Donald Enrique
 Thomson, William Page
 Thornton, Edmund Braxtan
 Tilton, Gardner Stratton
 Torrance, Edwin Gager
 Torrey, William Clayton
 Voos, Ernest Gustave
 Vosseller, John Hewitt
 Waskowitz, William Jay
 Watson, Charles Greenough
 Watson, Richard Alan
 Wells, David Torrey
 West, Frederick Richard, Jr.
 Wexler, Jerrold Alan
 Winslow, Burnside, Jr.
 Wood, Henry Frost, Jr.
 Woodside, William Sheppard

Toledo, Ohio
Montclair, N. J.
Saugus
Pembroke, Bermuda
Olney, Md.
Upper Montclair, N. J.
Swampscott
Brookline
Menasha, Wis.
North Wilmington
White Plains, N. Y.
Lethbridge, Alberta, Canada
Norwalk, Conn.
Charlotte, N. C.
Manhasset, L. I., N. Y.
New Rochelle, N. Y.
Maplewood, N. J.
Concord, N. H.
Wellesley Hills
Kirkwood, Mo.
Flemington, N. J.
Harvard
New Canaan, Conn.
Ottawa, Ill.
Concord, N. H.
Waterbury, Conn.
Ridgefield, Conn.
Mt. Carmel, Conn.
Patuxent River, Md.
New Britain, Conn.
Woodmere, L. I., N. Y.
Jackson Heights, L. I., N. Y.
New York, N. Y.
Kauai, T. H.
Leominster
New Haven, Conn.
Chestnut Hill
Chicago, Ill.

Lower Middlers—156

PHILLIPS ACADEMY

JUNIORS

Aiello, Lloyd Malugani
 Almquist, John Arthur, Jr.
 Bachmann, Robert William
 Ballard, Samuel Sloan
 Beatty, George Wood
 Besso, Marc Joseph
 Biern, Robert Oscar
 Bildstein, Rodger Druehl
 Blau, Peter England
 Blum, Ralph, Jr.
 Boeth, Paul Richard Wells
 Botto, Donald Robert
 Brace, Richard Gould
 Brooks, Philip Alanson
 Brown, Thomas Laughton
 Brown, Timothy Manning
 Burgess, Robert William
 Burrell, Frederick Hunter
 Carey, Edward John, Jr.
 Carroll, Robert Bruce
 Carter, James Rose, Jr.
 Chapin, Edward Whiting
 Chermayeff, Ivan
 Cohen, Harvey Robert
 Colby, John Kingsbury, Jr.
 Collins, Ferdinand Iglehart, Jr.
 Cruz, Felix Dexter
 Dana, James Dwight, 3d
 Deal, Ralph MacGill
 Dietz, Christian Gustav, Jr.
 Duffy, James Henry
 Elwell, Richard Derby, Jr.
 Esmiol, Pattison
 Fisher, Howard Shreve, 3d
 Flather, Charles
 Franklin, Curtis, Jr.
 Ganem, William Louis
 Gerney, Michael Bennett

Cambridge
Kennett Square, Pa.
Andover
Winnetka, Ill.
Grosse Point Farms, Mich.
Cairo, Egypt
Huntington, W. Va.
Colorado Springs, Colo.
Pittsfield
Beverly Hills, Calif.
Jackson Heights, L. I., N. Y.
Hicksville, L. I., N. Y.
Dover
Longmeadow
Lakeport, N. H.
Boston
Shrewsbury
Bedford Hills, N. Y.
Andover
Burlington, Vt.
Plaistow, N. H.
Longmeadow
New York, N. Y.
Swampscott
Andover
Bound Brook, N. J.
Marianao, Cuba
West Hartford, Conn.
Charlotte, N. C.
Winthrop
North Andover
Cedarhurst, L. I., N. Y.
Colorado Springs, Colo.
Greenwich, Conn.
Andover
Mountain Lakes, N. J.
Andover
New York, N. Y.

PHILLIPS ACADEMY

Gibb, William Travis, 3d	<i>Kensington, Md.</i>
González, Guillermo Enrique, Jr.	<i>Santurce, Puerto Rico</i>
Gordon, Thomas Pascoe	<i>Carnegie, Pa.</i>
Griffin, Walter Augustine, Jr.	<i>Lawrence</i>
Gross, Edward Bailey	<i>Harrisburg, Pa.</i>
Harris, Herbert Donald, Jr.	<i>Chappaqua, N. Y.</i>
Harvey, Byron Schermerhorn, 3d	<i>Chicago, Ill.</i>
Herrick, John Wilton	<i>Topsfield</i>
Higgins, Haydn	<i>Andover</i>
Hill, Richard Harvey	<i>Falmouth Foreside, Me.</i>
Hobbie, Edward Henshaw	<i>South Deerfield</i>
Hutchinson, William Merrill	<i>Wallingford, Conn.</i>
Johnson, Howard Brennan	<i>Providence, R. I.</i>
Karst, Jerome Louis	<i>New York, N. Y.</i>
Keefe, Thomas John, Jr.	<i>Arlington</i>
Keyes, Eben Wight, 2d	<i>Winchester</i>
Kidd, Alexander Duncan	<i>Nutley, N. J.</i>
King, William Fuller, Jr.	<i>West Newton</i>
Kingsley, Daniel Thain	<i>Portland, Ore.</i>
Kohler, Walter Jodok, 3d	<i>Kohler, Wis.</i>
Koines, Niles Peter	<i>Swampscott</i>
Kopperl, Paul Burger	<i>Short Hills, N. J.</i>
Kozol, Lee Hyam	<i>Brookline</i>
Larson, Lee Martin, Jr.	<i>Duluth, Minn.</i>
Levenson, Daniel David	<i>Brookline</i>
Levitt, William Jaid, Jr.	<i>New York, N. Y.</i>
Lincoln, John Crafts	<i>Montpelier, Vt.</i>
Linehan, David Chase	<i>Hammondsport, N. Y.</i>
MacCullum, Spencer Heath	<i>Winchester, Va.</i>
McKibbin, Kevin	<i>Santa Fe, N. Mex.</i>
Madden, Joseph McKee	<i>Lexington, Ky.</i>
Martin, Kenneth Adams	<i>Lancaster</i>
Meyer, Frank Rogerson	<i>Peoria, Ill.</i>
Miller, Edward Steinert	<i>Lawrence</i>
Miller, William Fleek	<i>Newark, Ohio</i>
Miskimin, Harry Alvin, Jr.	<i>Bloomfield, N. J.</i>
Moran, Edward Glancy	<i>Norwich, Conn.</i>
Mulvey, Donald Joseph	<i>Andover</i>
Neville, Penrhyn Brooks	<i>West Chester, Pa.</i>
Neville, Richard Gregg	<i>New York, N. Y.</i>

PHILLIPS ACADEMY

Ottenheimer, John Underhill	<i>Windham, Conn.</i>
Payson, Michael Hunter	<i>Portland, Maine</i>
Perez, Giovi	<i>Springfield</i>
Platt, Charles Adams, 2d	<i>New York, N. Y.</i>
Pruitt, Raymond Andrew	<i>Chicago, Ill.</i>
Purdy, Strother Beeson, Jr.	<i>Purdy's, N. Y.</i>
Reynolds, Charles Dewey Hilles	<i>Pittsfield</i>
Rhuland, Frank Alfred, Jr.	<i>Beverly</i>
Riker, Richard John	<i>New York, N. Y.</i>
Rowland, Edward Searles	<i>Methuen</i>
Sandzén, Sigurd Carl, Jr.	<i>Mamaroneck, N. Y.</i>
Schauffler, Jerry Wilson Perry	<i>Pelham Manor, N. Y.</i>
Schemmer, Benjamin Franklin	<i>New York, N. Y.</i>
Schrager, Michael	<i>Chicago, Ill.</i>
Scott, Tom Keck	<i>East Hampton, L. I., N. Y.</i>
Sears, Richard Harvey, Jr.	<i>Andover</i>
Sides, Winfield Michael, Jr.	<i>Andover</i>
Simonton, Robert Bennet	<i>Cazenovia, N. Y.</i>
Smith, Edward Hartley	<i>Marblehead</i>
Sourian, Peter Levon Bayentz	<i>New York, N. Y.</i>
Stamas, Theodore Anastasios	<i>Lowell</i>
Starke, Rodman David	<i>Durham, N. H.</i>
Stearns, James Pierce, Jr.	<i>Chagrin Falls, Ohio</i>
Stewart, Hercules Dorn, Jr.	<i>Lancaster, Pa.</i>
Suisman, Richard	<i>West Hartford, Conn.</i>
Thomas, Peter Brightman	<i>New Canaan, Conn.</i>
Thompson, John Chesney	<i>St. Joseph, Mo.</i>
Turner, Kent	<i>Norwich, N. Y.</i>
Urnes, Paul David	<i>Michigan City, Ind.</i>
Wallace, Bass Campbell	<i>Houston, Texas</i>
Wallace, Bruce Wylie	<i>Houston, Texas</i>
Weaver, Edwin Snell	<i>Andover</i>
Webb, George Henry, Jr.	<i>Oradell, N. J.</i>
Wentworth, Eric	<i>Chicago, Ill.</i>
Wight, Daniel Ewing, Jr.	<i>Frederick, Md.</i>
Witherwax, Winfield Scott, Jr.	<i>Naugatuck, Conn.</i>
Woodhouse, Caleb Randall	<i>Flushing, L. I., N. Y.</i>
Yost, Dudley DuRoss	<i>Lakewood, Ohio</i>

Juniors—116

PHILLIPS ACADEMY

CLASSIFICATION

Seniors	260
Upper Middlers	225
Lower Middlers	156
Juniors	116
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REPRESENTATION

Massachusetts	221	West Virginia	4
New York	130	Wisconsin	4
Connecticut	71	Kentucky	3
New Jersey	40	Arizona	2
Pennsylvania	34	Delaware	2
Ohio	27	Georgia	2
Illinois	24	Iowa	2
New Hampshire	18	Louisiana	2
California	15	Oklahoma	2
Texas	14	Arkansas	1
Maryland	12	Canal Zone	1
Maine	11	Kansas	1
District of Columbia	11	Montana	1
Missouri	10	New Mexico	1
Rhode Island	10	South Carolina	1
North Carolina	8	Washington	1
Oregon	8	Puerto Rico	7
Vermont	7	Canada	5
Virginia	7	Bermuda	3
Minnesota	6	Mexico	1
Florida	5	Cuba	1
Michigan	5	Denmark	1
Colorado	4	Egypt	1
Indiana	4	Hawaii	1
Tennessee	4	Japan	1

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ANDOVER SUMMER SESSION

LIST OF STUDENTS—1946

Abruzzo, Matthew Thomas, Jr.	<i>Brooklyn, N. Y.</i>
Abt, Clark Claus	<i>New York, N. Y.</i>
Addison, John West	<i>Washington, D. C.</i>
Allen, Harold Musgrave, Jr.	<i>Lawrence</i>
Apton, Ralph Julius	<i>New York, N. Y.</i>
Atwater, James David	<i>Westfield</i>
Baer, Harold Albert	<i>Edgewood, R. I.</i>
Baldwin, Peter Arthur	<i>Andover</i>
Barnes, Samuel Elder	<i>Mansfield</i>
Becker, Richard Logan	<i>Dayton, Ohio</i>
Benfer, William Lawrence	<i>Dallas, Texas</i>
Bennet, Philip Eugene	<i>New York, N. Y.</i>
Benson, Harold Raymond, Jr.	<i>Wollaston</i>
Berry, Henry Thomas	<i>West Hartford, Conn.</i>
Biern, Robert Oscar	<i>Huntington, W. Va.</i>
Bishop, Donald Crooker	<i>Boston</i>
Bishop, Robert Roberts, Jr.	<i>Boston</i>
Blakeslee, William Melvin	<i>Richmond, Va.</i>
Blankenship, John Cooper	<i>Texarkana, Texas</i>
Bovey, Martin K., Jr.	<i>Concord</i>
Brace, Charles Loring	<i>Belmont</i>
Briggin, Herbert Stanley	<i>Larchmont, N. Y.</i>
Brody, Robert Paul	<i>Brookline</i>
Brooks, Robert Wright	<i>Hinsdale, Ill.</i>
Brown, David Henry	<i>Tenafly, N. J.</i>
Buckley, David	<i>Brockton</i>
Buckstein, Edward	<i>New York, N. Y.</i>
Burgess, Arthur Ellery, Jr.	<i>Shrewsbury</i>
Butler, Charles Bradford	<i>Johnstown, N. Y.</i>
Butler, Thomas Joseph	<i>Watertown</i>
Callen, John H., Jr.	<i>Essex Fells, N. J.</i>
Cameron, Donald Kenzie, Jr.	<i>Andover</i>
Carey, John Maurice	<i>Lawrence</i>
Carstensen, Niels Viggo	<i>Copenhagen, Denmark</i>

PHILLIPS ACADEMY

Champlin, Joseph Masson	<i>Cleveland, N. Y.</i>
Chapin, Neil, Jr.	<i>Longmeadow</i>
Chovel, Alain Maurice	<i>New York, N. Y.</i>
Chutter, Reinald J.	<i>Glen Rock, N. J.</i>
Clements, Charles Lane, Jr.	<i>Miami Beach, Fla.</i>
Clifford, Paul Bancroft	<i>Weston</i>
Colby, John Kingsbury, Jr.	<i>Andover</i>
Cole, Philip David	<i>Lawrence</i>
Collins, Ferdinand Iglehart, Jr.	<i>Bound Brook, N. J.</i>
Copen, William Avrom	<i>Boston</i>
Coulson, Robert	<i>New York, N. Y.</i>
Cronin, Richard Williams	<i>Amesbury</i>
Cruz, Felix Dexter	<i>Havana, Cuba</i>
Dabney, Samuel Gordon	<i>Louisville, Ky.</i>
Dana, James Dwight, 3d	<i>West Hartford, Conn.</i>
Dart, Justin Whitlock, Jr.	<i>Westport, Conn.</i>
Davenport, Anthony Adams	<i>Winsted, Conn.</i>
Davenport, Richard Stephen	<i>New Bedford</i>
Davis, William Evans	<i>Denver, Colo.</i>
de Borchgrave, Arnaud	<i>Washington, D. C.</i>
Donovan, Edward Joseph Jr.	<i>New York, N. Y.</i>
Doran, Arthur Clement, Jr.	<i>Wellesley Hills</i>
Douglass, Paul Winthrop	<i>Newport, N. H.</i>
Downes, William Hawkridge	<i>Montclair, N. J.</i>
Downing, William Thomas	<i>Decatur, Ill.</i>
Downs, Floyd Leroy, Jr.	<i>North Reading</i>
Drury, Ralph Rheinhold	<i>Youngstown, Ohio</i>
Drvaric, Francis Leo	<i>Milwaukee, Wis.</i>
Eagan, Patrick Leo	<i>Grand Junction, Colo.</i>
Elliott, Henry Harold, 3d	<i>Washington, D. C.</i>
Ely, Donald Paul	<i>Buffalo, N. Y.</i>
Emmert, Julius William	<i>Lawrence</i>
Filler, William Waldemar	<i>Bayside, L. I., N. Y.</i>
Fleming, Leslie Hugh	<i>Yauco, Puerto Rico</i>
Fleming, William Herbert	<i>Yauco, Puerto Rico</i>
Flerlage, Stuart Quentin, Jr.	<i>Cincinnati, Ohio</i>
Fletcher, William Morton	<i>White Plains, N. Y.</i>
Flickinger, Haviland	<i>Brooklyn, N. Y.</i>
Flint, Charles Albright	<i>Milwaukee, Wis.</i>
Forsland, Rolf Bruce	<i>New York, N. Y.</i>

PHILLIPS ACADEMY

Franklin, Curtis, Jr.	<i>Mountain Lakes, N. J.</i>
Gagne, Robert Pickering	<i>Andover</i>
Gaillard, Benjamin Ticknor	<i>Hamden, Conn.</i>
Gallinek, Wilfred Ernest	<i>New York, N. Y.</i>
Geiger, William John	<i>Toledo, Ohio</i>
Gendron, Ronald Philip	<i>Sanford, Maine</i>
Gibbons, William Robert	<i>Lawrence</i>
Gillet, Francis Warrington, Jr.	<i>Baltimore, Md.</i>
Goldman, George Maier	<i>New York, N. Y.</i>
Gould, Harold Alton, Jr.	<i>Wakefield, R. I.</i>
Greco, Donald Roy	<i>Arlington, Va.</i>
Griffin, Claibourne Eugene, Jr.	<i>Washington, D. C.</i>
Griffin, Robert Louis	<i>Lexington</i>
Grossman, George Fishel	<i>Chestnut Hill</i>
Hall, Gregory Robert Graham	<i>Southport, Conn.</i>
Hall, Lyle Gillis, Jr.	<i>Ridgway, Pa.</i>
Hardison, Adam Meyer	<i>Wadesboro, N. C.</i>
Hardy, James Hazen, 3d	<i>Havertown, Pa.</i>
Harmon, Eli Beller	<i>New York, N. Y.</i>
Harris, Elmer Russell	<i>Andover</i>
Harrison, David Kent	<i>Belmont</i>
Heffernan, Raymond William	<i>Worcester</i>
Henderson, John Alfred	<i>Oneonta, N. Y.</i>
Hennessy, Michael A.	<i>Reading</i>
Henningsen, John Turley	<i>Pelham, N. Y.</i>
Hirsch, Barron Miles D.	<i>Norwood</i>
Hobson, Donald Joseph	<i>Norwood</i>
Hughes, George Joseph	<i>Lynn</i>
Hurwitz, Robert Michael	<i>Brookline</i>
Jackson, Winslow Loring	<i>Chicago, Ill.</i>
Jenkins, Henry Edward	<i>Montclair, N. J.</i>
Johnson, Howard Bateman	<i>Johannesburg, South Africa</i>
Johnson, Howard Brennan	<i>Providence, R. I.</i>
Johnson, William Reid	<i>Durham, N. H.</i>
Kaufman, Douglas Francis	<i>Portland, Ore.</i>
Keamy, Donald George	<i>Lawrence</i>
Kennedy, Donald Davidson, Jr.	<i>Nobleboro, Maine</i>
Knafel, Sidney R.	<i>Mount Vernon, N. Y.</i>
Kohler, Walter Jodok, 3d	<i>Kohler, Wis.</i>
Ladd, David Belcher	<i>Windham, Conn.</i>

PHILLIPS ACADEMY

Latour, Leroy Tether
 Laurenza, Anthony Carmine
 Lovejoy, Sherwood
 McCamey, John Hill
 MacLeod, Roderick Bruce
 Mann, Benjamin Eliot
 Manning, Robert Lee
 Margolis, James Marsh
 Matthew, John Felix
 May, Thayer Thomas, Jr.
 Meader, John Wiswell, Jr.
 Mettler, William Kingsland
 Michalovich, Myron
 Miele, Victor A.
 Mink, Townsend Treadway
 Minor, Frank Malcolm, Jr.
 Mitchell, George Sage
 Moir, James Lyon
 Moody, Richard Henderson
 Muldowny, John
 Muller, Robert Jules
 Needham, John J.
 Nielson, Johnny Walker
 Noyes, Raymond Irving
 Ordeman, John Talbot
 Osborne, David Noyes
 Parker, James Erwin, Jr.
 Parker, William Henry
 Parrott, Raymond Cleo, Jr.
 Peckham, John Strang
 Perkins, David Ferguson
 Peterson, William, Jr.
 Picker, David Victor
 Polk, Louis Frederick, Jr.
 Prinster, John Howard
 Pugh, William Robert
 Putnam, Eliot Lee
 Pyle, Robert Curtis
 Redmond, Charles Bernhardt, Jr.
 Reynolds, Marcus Tullius

Bronxville, N. Y.
North Andover
Westport, Conn.
Tulsa, Okla.
Kenyon, R. I.
Canton
Millinocket, Maine
Newton Centre
Lawrence
Memphis, Tenn.
Cleveland, Ohio
East Orange, N. J.
Haverhill
Lawrence
Bristol, Conn.
Montclair, N. J.
South Orange, N. J.
Marcellus, N. Y.
Andover
New York, N. Y.
New York, N. Y.
Lowell
Rockford, Ill.
Bradford
Westport, Conn.
Omaha, Nebr.
Fort Edward, N. Y.
Fort Edward, N. Y.
Peterborough, N. H.
White Plains, N. Y.
West Bridgewater
Wellesley Hills
New York, N. Y.
Dayton, Ohio
Grand Junction, Colo.
Youngstown, Ohio
Cohasset
West Chelmsford
Washington, D. C.
Loudonville, N. Y.

PHILLIPS ACADEMY

Rhangos, William Charles
 Rhodes, Rodman Dunbar
 Rider, Theodore Harold, Jr.
 Robertson, Malcoumbe Clark
 Robinson, Thomas Gilliland
 Ross, Robert Joseph
 Ryan, Edwin Stripling
 Sears, Richard Harvey, Jr.
 Seifer, Jerome
 Selfridge, Walter Robert, Jr.
 Selya, Paul Simon
 Seney, Henry William, Jr.
 Sheldon, Archibald Crawford
 Slade, Richard Gilbert
 Smeallie, James Arthur
 Smith, Edward Hartley
 Smith, James Albert
 Sobin, Lester Gerard
 Stamas, Theodore Anastasios, Jr.
 Stark, Frederic Wagner, 2d
 Stern, Peter
 Sweeney, Robert Berrell
 Taylor, Charles Campbell
 Taylor, George Chadbourne, 3d
 Taylor, William Wilkerson
 Tedesco, Paul Herbert
 Thomas, Joe Milton
 Thompson, John Chesney
 Thornton, Edmund Braxton
 Thurston, Francis Hatherly
 Tilton, Gardner Stratton
 Tine, Guido Victor
 Turner, Kent
 Tuttle, John David
 Urnes, Paul David
 Van Dyk, James
 Voos, Ernest Gustave
 Vosseller, John Hewitt
 Ware, Charles Lewis, Jr.
 Waring, Philip Brooks

Lowell
Des Moines, Iowa
Hinsdale, Ill.
Lafayette, Ind.
Woodstock, N. Y.
Lawrence
Fort Worth, Texas
Andover
Newark, N. J.
Andover
Chestnut Hill
Toledo, Ohio
St. Charles, Ill.
Gardner
Amsterdam, N. Y.
Marblehead
Baltimore, Md.
Jamaica Plain
Lowell
Hazleton, Pa.
Andover
Maplewood, N. J.
Kalamazoo, Mich.
Kirkwood, Mo.
Chidester, Ark.
Newton
Baton Rouge, La.
St. Joseph, Mo.
Ottawa, Ill.
Tuscaloosa, Ala.
Concord, N. H.
Wakefield
Norwich, N. Y.
Syracuse, N. Y.
Michigan City, Ind.
Upper Montclair, N. J.
Mt. Carmel, Conn.
Alexandria, Va.
Andover
Melrose

PHILLIPS ACADEMY

Warren, Robert Hall
 Watson, Charles Greenough
 Watson, Richard Alan
 Welch, William Augustine
 Wexler, Jerrold Allen
 Wight, Daniel Ewing, Jr.
 Wilkes, Robert Macfie
 Williams, Gordon Dickinson
 Wiseman, Frederick
 Wood, Thomas Atherholt
 Woolf, Martin Dell
 Works, John Wolcott
 Yost, Dudley DuRoss
 Zarem, Harvey Alan
 Zonino, Frederick Day
 Zonino, James Day

Rye, N. Y.
Woodmere, L. I., N. Y.
Jackson Heights, L. I., N.Y.
Peabody
Leominster
Frederick, Md.
Kingston, N. Y.
Toledo, Ohio
Brighton
West Chester, Pa.
Worcester
Salem, Ohio
Lakewood, Ohio
Savannah, Ga.
Naugatuck, Conn.
Naugatuck, Conn.

PHILLIPS ACADEMY

ALUMNI COUNCIL

Officers

President: Chauncey B. Garver, '04

Vice Presidents: Stephen Y. Hord, '17

J. Kennedy Beeson, '25

Philip K. Allen, '29

Executive Secretary: M. Lawrence Shields

Treasurer: James Gould, '13

Council Members

John E. Owsley, '01, term expires June 1948

88 Imperial Avenue, Westport, Conn.

F. Abbot Goodhue, '02, ex officio

Hewlett, Long Island, N. Y.

Chauncey B. Garver, '04, term expires June 1947

20 Exchange Place, N. Y. C.

Rodney W. Brown, Sr., '06, term expires June 1948

Bancroft Road, Andover

Russell Stiles, '08, term expires June 1949

63 Wall Street, N. Y. C.

Edward B. Twombly, '08, term expires June 1949

165 Broadway, N. Y. C.

Lindsay Bradford, '10, ex officio

22 William Street, N. Y. C.

Rt. Rev. Henry W. Hobson, '10, ex officio

421 Sycamore Street, Cincinnati, Ohio

James Gould, '13, ex officio

Phillips Academy, Andover

Robert R. Bishop, 2d, '15, term expires June 1947

82 Pinckney Street, Boston

William A. Kirkland, '15, term expires June 1948

First National Bank, Houston, Tex.

John P. Stevens, Junior, '15, term expires June 1947

350 Fifth Avenue, N. Y. C.

Paul Abbott, '16, term expires June 1947

40 Wall Street, N. Y. C.

PHILLIPS ACADEMY

- John W. Stewart, 2d, '16, term expires June 1948
Box 240, Santa Barbara, Calif.
- G. Storer Baldwin, '17, ex officio
10 Post Office Square, Boston
- Stephen Y. Hord, '17, term expires June 1949
135 South La Salle Street, Chicago, Ill.
- Bromwell Ault, '18, term expires June 1948
350 Fifth Avenue, N. Y. C.
- Charles S. Gage, '21, term expires June 1949
745 Fifth Avenue, N. Y. C.
- Horace W. Cole, '22, term expires June 1947
100 Franklin Street, Boston
- Charles L. Stillman, '22, term expires June 1948
9 Rockefeller Plaza, N. Y. C.
- Nicholas W. Danforth, '24, term expires June 1947
10 Post Office Square, Boston
- William T. Kelly, Junior, '24, ex officio
230 Park Avenue, N. Y. C.
- J. Kennedy Beeson, '25, term expires June 1947
Edgewood Road, Fox Chapel, Pittsburgh, Pa.
- H. Carl Sandberg, '26, term expires, June 1947
75 Salem Street, Andover
- B. Allen Rowland, '28, term expires June 1948
Pine Lodge, Methuen
- Philip K. Allen, '29, term expires June 1949
1 Highland Road, Andover
- John M. Woolsey, Junior, '34, term expires June 1949
Room 1101, Federal Street, Boston
- John C. Kiley, Junior, '37, term expires June 1948
82 Fairway Road, Chestnut Hill, Brookline
- H. James Caulkins, '40, term expires June 1948
341 Harvard Street, Cambridge
- Frederick G. Crane, 3d, '41, term expires June 1949
421 St. Ronan Street, New Haven, Conn.
- M. Lawrence Shields, ex officio
Phillips Academy, Andover

PHILLIPS ACADEMY

ALUMNI COUNCIL STANDING COMMITTEES

Class Agents' Association

Chairman: G. Storer Baldwin, '17, 10 Post Office Square, Boston

Class Secretaries' Association

Chairman: William T. Kelly, Junior, '24, 230 Park Avenue,
N. Y. C.

Reunions

Chairman: William T. Kelly, Junior '24, 230 Park Avenue, N.Y.C.

Scholarships

Chairman: Fred H. Harrison, '38, c/o Berkshire School, Sheffield

Athletics

Chairman: J. Reed Kilpatrick, '07, Madison Square Garden
Corporation, N. Y. C.

Phillips Bulletin

Chairman: Sheridan A. Logan, 2 Wall Street, N. Y. C.

Oliver Wendell Holmes Library

Chairman: Chauncey B. Garver, '04, 20 Exchange Place, N. Y.C.

Addison Gallery of American Art

Chairman: Charles L. Stillman, '22, 9 Rockefeller Plaza, N. Y. C.

Health

Chairman: Doctor Franklin G. Balch, Junior, '14, 333 Brookline
Street, Newton Centre

Educational Policy

Chairman: Chauncey B. Garver, '04, 20 Exchange Place, N. Y. C.

PHILLIPS ACADEMY

ALUMNI ADVISORY COMMITTEES

BOSTON

Philip R. Allen, '92	Francis Hartley, Jr., '15
A. W. K. Billings, Jr., '20	Mortimer A. Seabury, '05
Nathaniel T. Clark, '30	John O. Stubbs, '17
J. Mattocks White, '22	

BUFFALO

James O. Moore, '28	Adrian W. Smith, '18
Addison F. Vars, '17	

CHICAGO

William T. Bacon, '02	Stephen Y. Hord, '17
Robert A. Gardner, '08	Leeds Mitchell, '96
Clifford Rodman, '15	

CINCINNATI

Robert L. Black, '99	Henry W. Hobson, '11
Thomas H. Lawrence, Jr., '31	

CLEVELAND

Dan R. Hanna, Jr., '14	R. Livingston Ireland, Jr., '15
Joshua B. Waterworth, '04	

COLORADO SPRINGS

Clement M. Brown, '10	Charles T. Ryder, '02
Philip B. Stewart, '82	

DALLAS

Henry D. Lindsley, Jr., '13	William F. Neale, Jr., '44
Harold F. Volk, '13	

PHILLIPS ACADEMY

DENVER

Frederic A. Adams, '09	Grover C. Fels, '06
Eugene Dines, '17	J. Quigg Newton, '29

DETROIT

Russell H. Lucas, '12	Kenneth L. Moore, '10
Fred T. Murphy, '93	

FORT WORTH

Edward S. Gould, '84	Beverly V. Thompson, '13
George Thompson, Jr., '09	

HOUSTON

Walter Bradley, '24	Ford Hubbard, '20
William A. Kirkland, '15	

INDIANAPOLIS

Frederick H. Day, '01	Hugh McK. Landon, '88
William C. Griffith, '11	Arthur Medlicott, '13

KANSAS CITY

William S. Serat, '21	Louis H. Ehrlich, '26
Mason L. Thompson, '18	

LOS ANGELES

Ring W. Lardner, Jr., '32	Fred M. Cleaveland, Jr., '23
James S. Copley, '35	

LOUISVILLE

Middleton De Camp, '14	Woodford H. Dulaney, '13
Harry C. Royal, Jr., '32	

PHILLIPS ACADEMY

MILWAUKEE

John F. Uihlein, '33

C. Douglas Walker, '18

MINNEAPOLIS

Charles C. Bovey, '86

John H. MacMillan, '12

NEW YORK AND VICINITY

MANHATTAN

Paul Abbott, '16

F. Abbot Goodhue, '02

Chauncey B. Garver, '04

Thomas D. Thacher, '00

Bromwell Ault, '18

NORTHERN NEW JERSEY

Newell G. Neidlinger, '21

Charles W. Littlefield, '99

East Orange

Montclair

Lloyd W. Smith, '92

Archie B. Quarrier, '93

Madison

Short Hills

Morris P. Skinner, '24

Verona

SOUTHERN CONNECTICUT AND WESTCHESTER COUNTY

J. Verner Reed, '22

William P. Seeley, '09

Greenwich

Charles R. Marshall, '12

Russell Stiles, '08

Scarsdale

William C. Keator, '24

Fairfield

PHILLIPS ACADEMY

PITTSBURGH

Maurice D. Cooper, Jr., '06	Lucius W. Robinson, Jr., '14
Southard Hay, '98	J. Verner Scaife, '23

PORTLAND, OREGON

Edmund S. Hayes, '14	Loring A. Higgins, '19
----------------------	------------------------

ROCHESTER

Fred H. Gordon, '02	Burton C. Smith, '27
Montague B. Phillips, '23	Douglas C. Townson, '10

ST. LOUIS

Wilbur B. Jones, '05	Sidney R. Overall, '03
Ira E. Wight, Jr., '20	

SAN FRANCISCO

Dean Dillman, '14	Francis V. Keesling, Jr., '26
Samuel F. B. Morse, '03	

SEATTLE

Hugh P. Brady, '10	Henry A. Colver, '09
--------------------	----------------------

SYRACUSE

Charles H. Sanford, Jr., '24	Harold Stone, '98
Charles S. Hyde, '96	

TULSA

J. W. R. Crawford, Jr., '14	Charles F. Hewitt, '14
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[illegible]

Relationship to applicant.....

This form should be returned to The Director of Admissions, Phillips Academy, Andover, Mass. No registration fee is required.

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

Entrance Application

Please be careful to give complete details in filling out the four pages of this form. If this application is being made for entrance more than one year hence, answer through No. 5 only.

I hereby apply for the admission to Phillips Academy of my ^{son} ward,

in the Senior
Upper Middle Class for the year beginning
Lower Middle September 19....
Junior

1. Boy's name in full.....
(First) (Middle) (Last)
2. Date of birth.....
3. Name of parent or guardian.....
4. Home address.....
.....
5. Preferred mailing address (if different).....
.....
6. Name and address of school attended during current year.....
.....
7. Date of entering it..... 8. Date of leaving.....
9. Name of its Principal.....

10. Earlier schools attended during past four years—their addresses—approximate
of entering and leaving.....
.....
.....

11. Probable college choice.....

12. Race..... 13. Nationality.....

14. Religious affiliation.....

15. Height..... 16. Weight.....

17. If the applicant's health is not good, or if he is handicapped in any way that
interfere with the regular school work, please state the facts here or in a separate letter.....
.....
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18. The applicant will write any examinations that may be required at.....
.....

19. Room preference.....
room alone.....
have a roommate.....

PHILLIPS ACADEMY

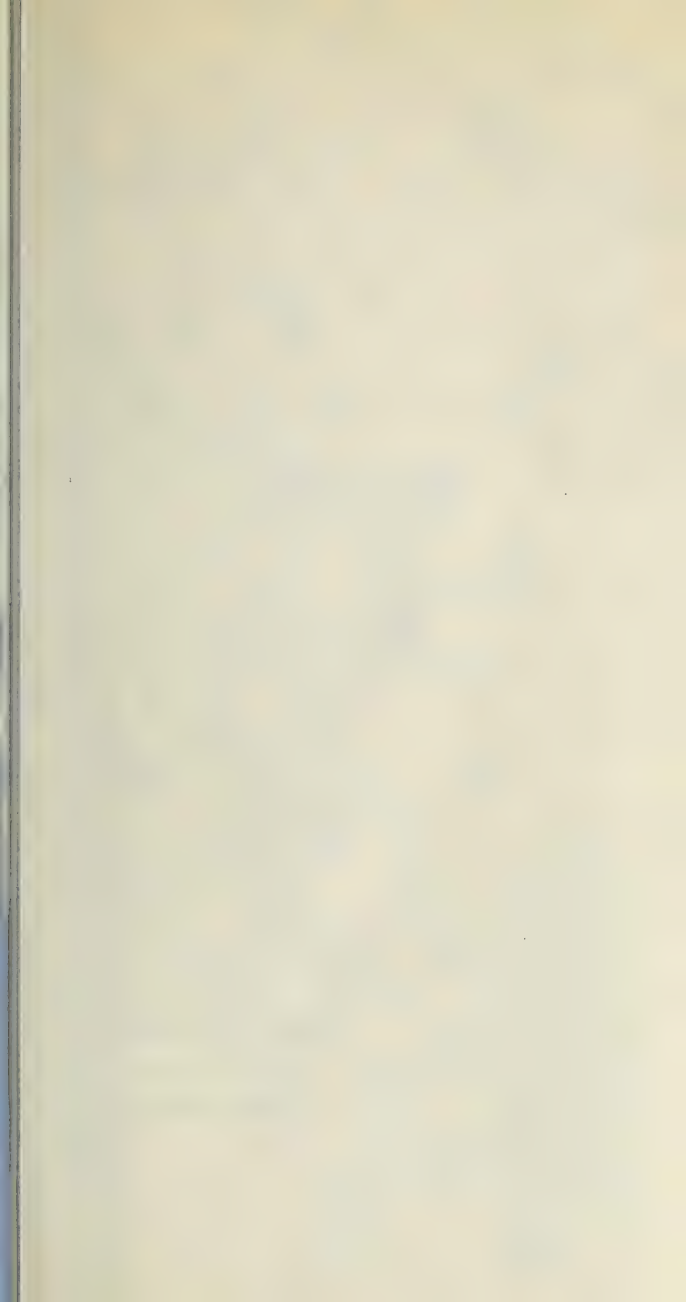
CATALOGUE OF
PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS

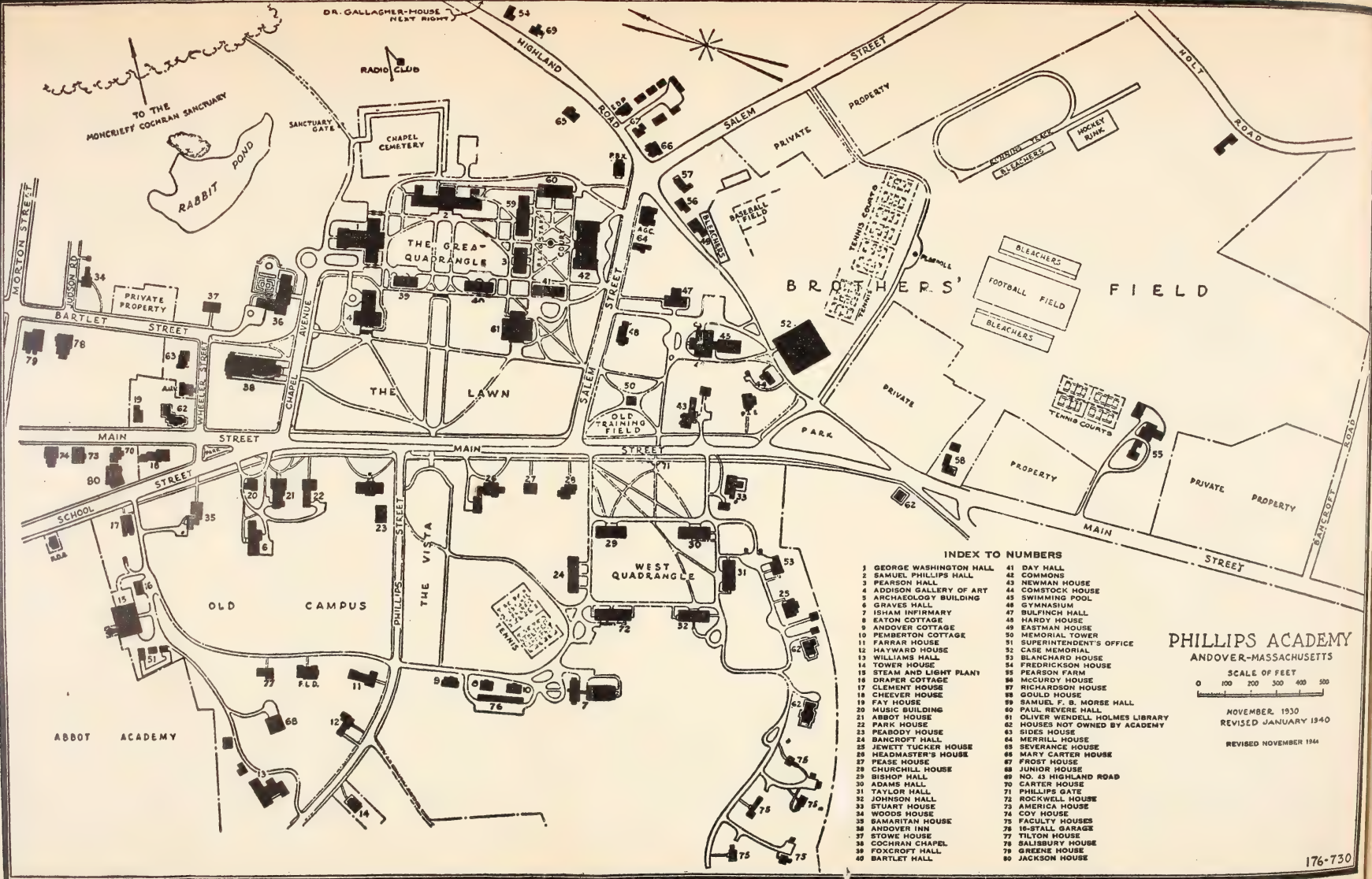
ONE HUNDRED AND SEVENTIETH YEAR
1947-1948



ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
DECEMBER, 1947







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PHILLIPS ACADEMY ANDOVER-MASSACHUSETTS

SCALE OF FEET
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NOVEMBER, 1930
REVISED JANUARY 1940
REVISED NOVEMBER 1944

CATALOGUE OF
PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SEVENTIETH YEAR
1947-1948



ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
DECEMBER, 1947

1948

JANUARY

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CALENDAR

1948

Second term begins.....8.15 P.M., Sunday, Jan. 4
Second term ends.....Wednesday, March 10

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Monday, March 29
School entrance examinations in Andover
and New York City.....Friday and Saturday, May 14 and 15
Recitations close.....Thursday, June 3
Commencement.....Sunday, June 6
Third term ends.....Sunday, June 6

SUMMER VACATION—14 Weeks

Summer session begins.....Wednesday, June 23
Summer session ends.....Wednesday, August 18
Rooms ready for occupancy.....10 A.M., Monday, Sept. 20
Entrance examinations.....9 A.M., Tuesday, Sept. 21
Registration of returning students:
Juniors and Lower Middlers.....Before 2 P.M., Tuesday, Sept. 21
Upper Middlers and Seniors.....Before 2 P.M., Wednesday, Sept. 22
Registration of entering students:
Juniors and Lower Middlers.....Before 5 P.M., Tuesday, Sept. 21
Upper Middlers and Seniors.....Before 5 P.M., Wednesday, Sept. 22
First term ends.....Tuesday, Dec. 21

CHRISTMAS RECESS—19 days

1949

Second term begins.....8.15 P.M., Sunday, Jan. 9
Second term ends.....Wednesday, March 16

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Monday, April 4
Recitations close.....Thursday, June 9
Commencement.....Sunday, June 12
Third term ends.....Sunday, June 12

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.

1778—1786

EBENEZER PEMBERTON, LL.D.

1786—1793

MARK NEWMAN, A.M.

1794—1809

JOHN ADAMS, LL.D.

1810—1833

OSGOOD JOHNSON, A.M.

1833—1837

SAMUEL H. TAYLOR, LL.D.

1838—1871

FREDERIC W. TILTON, A.M.

1871—1873

CECIL F. P. BANCROFT, PH.D., L.H.D., LL.D.

1873—1901

ALFRED E. STEARNS, LITT.D., L.H.D., LL.D.

1903—1933

CLAUDE M. FUESS, PH.D., LITT.D., L.H.D., LL.D.

1933—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

PHILLIPS ACADEMY

TRUSTEES

PRESIDENT

HENRY WISE HOBSON, D.D. CINCINNATI, OHIO
Elected 1947

CLERK

CLAUDE MOORE FUESS, PH.D., LITT.D., L.H.D., LL.D.
Elected 1933 ANDOVER

TREASURER

JAMES GOULD, A.B. ANDOVER
Elected 1939

FRED TOWSLEY MURPHY, M.D. DETROIT, MICH.
Elected 1908

PHILIP LORING REED DEDHAM
Elected 1933

LLOYD DE WITT BRACE, S.B. BOSTON
Elected 1933

FRANCIS ABBOT GOODHUE, A.B. HEWLETT, L. I., N. Y.
Elected 1935

ABBOT STEVENS, A.B. NORTH ANDOVER
Elected 1935

ROBERT ABBE GARDNER, A.B. CHICAGO, ILL.
Elected 1938

JAMES PHINNEY BAXTER, III, PH.D., LL.D. WILLIAMSTOWN
Elected 1942

WILLIAM EDWARDS STEVENSON, M.A. OXON. OBERLIN, OHIO
Elected 1943

LINDSAY BRADFORD, LL.D. NEW YORK, N. Y.
Elected 1943

CHAUNCEY BREWSTER GARVER, A.B. NEW YORK, N. Y.
Elected 1947

PHILLIPS ACADEMY

OFFICERS OF ADMINISTRATION

CLAUDE MOORE FUESS, PH.D., LITT.D., L.H.D., LL.D.	
HEADMASTER	189 Main Street
<i>Instructor 1908-1933. Elected Headmaster 1933</i>	Appointed 1908
ALFRED ERNEST STEARNS, A.M., LITT.D., L.H.D., LL.D.	
HEADMASTER EMERITUS	"Archmeadow," Danvers
JAMES GOULD, A.B.	
TREASURER	210 Main Street
	Elected 1939
HENRY HOPPER	
ASSOCIATE TREASURER AND COMPTROLLER	25 Phillips Street
	Appointed 1915
OSWALD TOWER, A.B.	
DEAN OF THE FACULTY	Hidden Field
<i>Instructor in Mathematics</i>	Appointed 1910
GEORGE GRENVILLE BENEDICT, A.M.	
DEAN OF STUDENTS	80 Bartlet Street
	1930-1932, re-appointed 1933
JAMES RUTHVEN ADRIANCE, A.B.	
DIRECTOR OF ADMISSIONS	6 School Street
	Appointed 1934
STEPHEN WHITNEY, A.M.	
ASSISTANT DIRECTOR OF ADMISSIONS	39 Salem Street
<i>Instructor in French</i>	Appointed 1936
FLOYD THURSTON HUMPHRIES, A.B.	
DIRECTOR OF THE SUMMER SESSION	147 Main Street
<i>Instructor in French</i>	Appointed 1937

PHILLIPS ACADEMY

- | | |
|---|-------------------|
| M. LAWRENCE SHIELDS, A.B. | 48 Central Street |
| ALUMNI SECRETARY | Appointed 1923 |
| <i>Instructor in Biology, 1923-1945</i> | |
| | |
| RICHARD SAWYER PIETERS, A.M. | Day 29 |
| EXCUSING OFFICER | Appointed 1938 |
| <i>Instructor in Mathematics</i> | |
| | |
| ALICE THACHER WHITNEY | 59 Highland Road |
| RECORDER | Appointed 1902 |

The Administration Offices are in George Washington Hall.

Office hours—Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

FACULTY

CHARLES EMERSON STONE, PH.B. <i>Instructor in French, Emeritus</i>	Andover
ARCHIBALD FREEMAN, A.M. <i>Instructor in History, Emeritus</i>	Cortland, N. Y.
JOHN LEWIS PHILLIPS, A.B. <i>Instructor in Latin, Emeritus</i>	Glen Ridge, N. J.
FREDERICK EDWIN NEWTON, PH.B. <i>Instructor in Mathematics, Emeritus</i>	West Hartford, Conn.
FRANK O'BRIEN, A.B. <i>Instructor in English, Emeritus</i>	Andover
GEORGE FRANKLIN FRENCH, A.M. <i>Instructor in French, Emeritus</i>	Andover
LESTER EDWARD LYNDE, A.M. <i>Dean, Emeritus</i>	Andover
ROY EVERETT SPENCER, A.B. <i>Instructor in English, Emeritus</i>	Marin, Canton Neuchâtel, Switzerland
HORACE MARTIN POYNTER, A.B. <i>Instructor in Latin and Greek, Emeritus</i>	Durham, N. H.
CARL FRIEDRICH PFATTEICHER, PH.D., TH.D. <i>Instructor in Music and Philosophy, Emeritus</i>	San Antonio, Texas
FREDERICK WILLIAM HEATON STOTT, A.M. <i>Instructor in English, Emeritus</i>	Tilton House

PHILLIPS ACADEMY

FREDERICK MAY BOYCE, A.M.	154 Main Street
<i>Instructor in Physics on the Emilie Belden Cochran Foundation</i>	Appointed 1909
OSWALD TOWER, A.B.	Hidden Field
<i>Instructor in Mathematics</i>	Appointed 1910
MONTVILLE ELLSWORTH PECK	1 Highland Wayside
<i>Physical Director</i>	Appointed 1916
LESTER CHARLES NEWTON, A.M.	29 Highland Road
<i>Instructor in French</i>	Appointed 1918
FRANK MAY BENTON, A.B.	9 Salem Street
<i>Instructor in Latin on the John Charles Phillips Foundation</i>	Appointed 1918
WINFIELD MICHAEL SIDES, S.B.	89 Bartlet Street
<i>Instructor in Mathematics on the Martha Cochran Foundation</i>	Appointed 1919
RAY ARTHUR SHEPARD, S.B.	Foxcroft 5
<i>Director of Physical Education</i>	Appointed 1919
ROSCOE EDWIN DAKE, S.B.	Hidden Field
<i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	Appointed 1921
JOHN SEDGWICK BARSS, A.M.	Hidden Field
<i>Instructor in Physics on the George Peabody Foundation</i>	Appointed 1923
GUY JOHNSON FORBUSH, A.B.	Bartlet 5
<i>Instructor in French</i>	1917-1920, re-appointed 1924
*ALAN ROGERS BLACKMER, A.M.	215 Main Street
<i>Instructor in English on the Jonathan French Foundation</i>	Appointed 1925

*On exchange 1947-1948 at Christ's Hospital, Horsham, England.

PHILLIPS ACADEMY

SCOTT HURTT PARADISE, A.M.	Hidden Field
<i>Instructor in English</i>	1924-1925, re-appointed 1926
KENNETH SMITH MINARD, A.M.	17 Salem Street
<i>Instructor in History</i>	Appointed 1928
GEORGE KNIGHT SANBORN, A.B.	Rockwell House
<i>Instructor in Mathematics</i>	Appointed 1928
DIRK HUGO VAN DER STUCKEN	Paul Revere 6
<i>Instructor in German</i>	Appointed 1928
EMORY SHELVEY BASFORD, A.B.	Bartlet 18
<i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Appointed 1929
ALFRED GRAHAM BALDWIN, A.B., B.D.	Hidden Field
<i>School Minister and Instructor in Religion</i>	Appointed 1930
ROBERT EDWARD MAYNARD, S.B.	1 Judson Road
<i>Instructor in Mathematics</i>	Appointed 1931
LEONARD FRANK JAMES, A.M.	6 Highland Road
<i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	Appointed 1932
LIONEL DENIS PETERKIN, A.M.	45 Salem Street
<i>Instructor in Latin on the Elizabeth Milbank Anderson Foundation</i>	Appointed 1932
FREDERICK ELLSWORTH WATT, S.B.	143 Main Street
<i>Instructor in Mathematics</i>	Appointed 1932
DOUGLAS SWAIN BYERS, A.M.	Phillips Street
<i>Instructor in Anthropology</i>	Appointed 1933
ARTHUR BURR DARLING, PH.D.	238 Main Street
<i>Instructor in History on the Ammi Wright Lancashire Foundation</i>	1917-1918, re-appointed 1933

PHILLIPS ACADEMY

BARTLETT HARDING HAYES, JR., A.B. <i>Instructor in Art</i>	Phillips Street Appointed 1933
ROGER WOLCOTT HIGGINS, A.M. <i>Instructor in English</i>	21 Phillips Street Appointed 1933
ALSTON HURD CHASE, PH.D. <i>Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation</i>	Bishop 30 Appointed 1934
NORWOOD PENROSE HALLOWELL, JR., A.B. <i>Instructor in English</i>	48 Salem Street Appointed 1934
FRANK FREDERIC DICLEMENTE, S.B. <i>Instructor in the Department of Physical Education</i>	157 Main Street Appointed 1935
JAMES HOOPER GREW, A.B. Docteur ès Lettres de l'Université de Paris <i>Instructor in French</i>	169 Main Street Appointed 1935
HENRY PRESTON KELLEY, A.M. <i>Instructor and Tutor in Spanish</i>	3 Hidden Road 1918-1928, re-appointed 1935
FREDERICK SCOLLER ALLIS, JR., A.M. <i>Instructor in History</i>	20 Salem Street Appointed 1936
CHESTER ARCHIBALD COCHRAN, A.M. <i>Instructor in French</i>	Bancroft 1 Appointed 1936
GEORGE LITTLE FOLLANSBEE, A.B. <i>Instructor in Biology</i>	12 School Street Appointed 1936
STEPHEN WHITNEY, A.M. <i>Instructor in French</i>	39 Salem Street Appointed 1936
WALTER HASENCLEVER Dr. Jur. Heidelberg University <i>Instructor in German</i>	Draper Cottage Appointed 1937

PHILLIPS ACADEMY

FLOYD THURSTON HUMPHRIES, A.B. <i>Instructor in French</i>	147 Main Street Appointed 1937
HART DAY LEAVITT, A.B. <i>Instructor in English</i>	195 Main Street Appointed 1937
MILES STURDIVANT MALONE, PH.D. <i>Instructor in History</i>	193 Main Street Appointed 1937
WILLIAM HAYES BROWN, A.B. <i>Instructor in English</i>	Johnson Hall Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	25 Phillips Street Appointed 1938
*ROBERT WHITTEMORE SIDES, A.B. <i>Instructor in Mathematics</i>	Hidden Field Appointed 1938
JOHN BROMHAM HAWES, III, A.B. <i>Instructor in English, Assistant Dean of Students</i>	Adams Hall 1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin and Greek</i>	Taylor Hall Appointed 1940
HARPER FOLLANSBEE, A.B. <i>Instructor in Biology</i>	Bancroft Hall Appointed 1940
PATRICK MORGAN, A.B. <i>Instructor in Art</i>	173 Main Street Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Johnson Hall Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English</i>	Hidden Field Appointed 1941

*On leave of absence 1947-1948.

PHILLIPS ACADEMY

FRANCIS BERTRAND McCARTHY, A.B. <i>Instructor in English</i>	Adams Hall Appointed 1941
JOSEPH STAPLES, A.B. Diplômé de l'Université de Paris <i>Instructor in French, Director of Public Relations</i>	36 Salem Street Appointed 1941
SUMNER CHASE COBB, S.M. <i>Instructor in Mathematics</i>	Bishop 10 Appointed 1942
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics and German</i>	Williams Hall Appointed 1942
THOMAS JOHN JOHNSON, S.B. <i>Associate in Physical Education</i>	11 School Street Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	77 Bartlet Street Appointed 1942
PHILIP POTTER, A.M. <i>Instructor in Religion, Assistant Dean of Students, Director of the Bureau of Self-Help</i>	Tucker House Appointed 1942
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	Andover Cottage Appointed 1943
ELBERT COOK WEAVER, A.M. <i>Instructor in Physics and Chemistry</i>	32 Phillips Street Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	Eaton 7 Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Day 8 Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i>	25 Highland Road Appointed 1944

PHILLIPS ACADEMY

ARTHUR WELLESLEY HOWES, JR., A.B.	42 Central Street
Fellow of the American Guild of Organists	
<i>Instructor in Music</i>	Appointed 1944
RADCLIFFE MORSE OXLEY, A.M.	141 Main Street
<i>Instructor in German and Latin</i>	Appointed 1944
RICHARD HARVEY SEARS, A.B., ED.M.	Rockwell House
<i>Instructor in Latin</i>	Appointed 1944
WILLIAM ABBOTT CHEEVER	Salem Street
<i>Instructor in Art</i>	Appointed 1945
JOHN SHAPLEIGH MOSES, A.B., B.D.	29 Central Street
<i>Instructor in Religion</i>	Appointed 1945
RALPH LESLIE SMALL, A.M.	Day 29
<i>Instructor in English</i>	Appointed 1945
WILLIAM HENRY HARDING, A.B.	Taylor Hall
<i>Instructor in History</i>	Appointed 1946
FREDERICK ALMON PETERSON, JR., A.M.	Junior House
<i>Instructor in English</i>	Appointed 1946
CHARLES HENRY STEVENS, A.M.	Williams Hall
<i>Instructor in Latin</i>	Appointed 1946
WILFRED FREEMAN	Paul Revere 23
<i>Instructor in English and Director of Choral Music</i>	Appointed 1947
ALLEN GEORGE GILLINGHAM, A.M.	34 Salem Street
<i>Instructor in Latin</i>	Appointed 1947
HAROLD HOWE, 2ND, A.M.	73 Bartlet Street
<i>Instructor in History</i>	Appointed 1947

PHILLIPS ACADEMY

FREDERICK M. LISTER, S.B. <i>Instructor in Mathematics</i>	Williams Hall Appointed 1947
PETER Q. MCKEE, A.B. <i>Instructor in Physics</i>	153 Main Street Appointed 1947
EDWARD MALINS, A.M., A.R.C.M. On Exchange from Christ's Hospital, Horsham, England	Stuart House
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish</i>	Pemberton Cottage Appointed 1947
WILLIAM CHESLEY TUCK, A.B. <i>Assistant in Physical Education</i>	Foxcroft 13 Appointed 1947

OLIVER WENDELL HOLMES LIBRARY

MRS. THERESA WALLEY RICHARDSON, S.B. <i>Librarian</i>	23 Salem Street
RUTH BROWN, A.B. <i>Chief Cataloguer and Custodian of the Charles H. Forbes Collection of Vergiliana</i>	137 Main Street
ELIZABETH EADES, A.B., S.B. <i>Reference Librarian</i>	67 Bartlet Street
ELIZABETH M. BOYCE, S.B. <i>Assistant in the Library</i>	154 Main Street
VIRGINIA REMINGTON <i>Secretary in the Library</i>	North Main Street

PHILLIPS ACADEMY

ROBERT S. PEABODY FOUNDATION FOR
ARCHAEOLOGY

DOUGLAS SWAIN BYERS, A.M. Phillips Street
Director

FREDERICK JOHNSON, S.B. 1 Woodland Road
Curator

ALFRED VINCENT KIDDER, PH.D. Cambridge
Research Associate in Southwestern Archaeology

GRACE V. MORIN 155 Elm Street
Secretary

ADDISON GALLERY OF AMERICAN ART

BARTLETT HARDING HAYES, JR., A.B. Phillips Street
Director

ANTOINETTE THIRAS 4 Upland Road
Secretary and Registrar

HULDAH W. CURL, A.B. North Wilmington
Research Assistant

SARA T. WEEKS Boston
Research Assistant

THE DEPARTMENT OF HEALTH

JAMES ROSWELL GALLAGHER, M.D. 51 Highland Road
School Physician

HENRY M. BARNHARDT Boston
Associate School Physician

PHILLIPS ACADEMY

THOMAS JOHN JOHNSON, S.B. <i>Associate in Physical Education</i>	11 School Street
WILLIAM CHESLEY TUCK, A.B. <i>Assistant in Physical Education</i>	Foxcroft 13
KATHRYN PARK, R.N., B.N. <i>Head Nurse</i>	The Isham Infirmary
MRS. LUCIA PISKORSKI <i>Associate in Language Training</i>	24 Salem Street
MRS. E. WELLS McLEAN <i>Associate in Language Training</i>	Methuen
MARY CARROLL O'CONNELL <i>Assistant in Language Training</i>	Andover
DOROTHY A. GATES <i>Technician</i>	73 Chestnut Street
MRS. MARION COLE <i>Secretary to the School Physician</i>	North Main Street
MARTHA ALMLOV <i>Dental Hygienist</i>	Melrose

THE DEPARTMENT OF ATHLETICS

RAY ARTHUR SHEPARD, S.B. <i>Director of Athletics</i>	Foxcroft 5
STEPHEN STANLEY SOROTA, S.B. <i>Coach of Football</i>	254 Main Street
JOHN WILLIAM MEANY, S.B. <i>Assistant Coach of Football</i>	Jamaica Plain

PHILLIPS ACADEMY

EARLE FREDERICK LITTLETON, S.B.

Winchester

Coach of Lacrosse

JOHN FRANK BRONK

Reading

Assistant in the Department of Athletics and Trainer

OTHER OFFICERS

GEORGIA R. MACDONALD

215 Main Street

Secretary to the Headmaster

NETTIE I. CROSBY

Lawrence

Secretary to the Headmaster

ANN S. LESLIE

168 Highland Road

Secretary to the Treasurer

MARION E. HILL

93 Central Street

Purchasing Agent

MRS. EUNICE L. DAILEY

41 Summer Street

Accountant

MRS. RUTH L. ERMER

100½ Main Street

Secretary to the Dean of the Faculty and to the Director of Admissions

RUTH M. WHITEHILL

Porter Road

Secretary to the Dean of Students

MRS. RUTH A. WHITE

7 Cedar Road

Secretary to the Associate Treasurer

W. VERNE PORTER

139 Chestnut Street

Superintendent of Maintenance

PHILLIPS ACADEMY

MRS. ISABEL R. MURPHY <i>Secretary in the Maintenance Department</i>	30 Chestnut St.
MRS. RUTH P. ELLISON <i>Secretary to the Director of the Summer Session</i>	Ballardvale Road
MRS. HELEN B. CANNON <i>Alumni Recorder</i>	54 Salem Street
MRS. GERTRUDE B. HART <i>Secretary to the Director of Public Relations</i>	Lawrence
ROBERT A. LEETE <i>Manager of the Commons</i>	3 Highland Wayside
M. WILLARD RICHARDSON <i>Dietitian of the Commons</i>	81 Highland Road
ELIZABETH L. DEAN <i>Matron of Williams Hall</i>	Williams Hall
ARLENE E. RUTTER <i>Supervisor of the Printing Office</i>	18 Canterbury Street

PHILLIPS ACADEMY

ACADEMY PREACHERS 1947-48

September	21	Dr. Claude M. Fuess
	28	Rev. A. Graham Baldwin
October	5	Rt. Rev. Norman B. Nash
	12	Rev. Henry P. Van Dusen
	19	Rt. Rev. Henry W. Hobson
	26	Rev. James Gordon Gilkey
November	2	Rev. A. Graham Baldwin
	9	Rt. Rev. Noble C. Powell
	16	Rabbi Morris S. Lazaron
	23	Rev. George L. Cadigan
	30	Rev. A. Grant Noble
December	7	Rev. Robert Russell Wicks
	14	Dr. Claude M. Fuess (Christmas Vespers)
January	11	Rev. John S. Moses
	18	Rev. J. Edgar Park
	25	Rev. Erdman Harris
February	1	Rev. A. Graham Baldwin
	8	Rev. Willard L. Sperry
	15	Rev. Howard Thurman
	22	Dr. Allan V. Heely
	29	Rt. Rev. Donald Bell Aldrich
March	7	Rev. A. Graham Baldwin
April	4	The Rev. Bishop G. Bromley Oxnam
	11	Open
	18	Rev. Allan K. Chalmers
May	25	Rev. Howard L. Rubendall
	2	Rev. Carl H. Elmore
	9	Rt. Rev. Oliver J. Hart
	16	Rev. Sidney B. Lovett
	23	Rev. Morgan P. Noyes
	30	Rev. A. Graham Baldwin
June	6	Dr. Claude M. Fuess (Baccalaureate)

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and

PHILLIPS ACADEMY

that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

The School was opened for instruction April 10, 1778, in a building which had earlier been used as a joiner's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger wooden school-house was built. On November 5, 1789, George Washington, President of the United States, visited Andover, and addressed the students assembled on the Old Training Field. In 1808 Andover Theological Seminary for the professional training of Congregational ministers was established, largely through the efforts of the Phillips family and Dr. Pearson, and this new foundation was committed to the Trustees of Phillips Academy. In 1907 the theological trusts were transferred to a newly created independent board of trustees, and in 1908 Andover Theological Seminary was removed to Cambridge.

The fourth principal, John Adams (1810-1833), raised the repute of the school, increased the attendance, and enlarged the

number of teachers. The second school-house was burned on January 28, 1818, and a new brick Academy designed by the famous architect Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, *The School Boy*, is still in use. In 1834-36 the dormitories known to so many generations of Phillips boys as "Latin Commons" and "English Commons" were built under the direction of Samuel Farrar, treasurer of the Academy.

Samuel H. Taylor, whose reign of thirty-three years is as yet the longest in the school history, was elected principal in 1838. He was a strong and vigorous personality, who made an enduring impression on all who came under his influence. In 1866 a new Academy Building was erected through the gifts of many friends; it was afterward twice reconstructed, and finally razed in 1928. Dr. Taylor died on January 29, 1871, in the vestibule of the Academy Building.

The modern period of the School's history began in 1873 with the arrival of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. He made a complete revision of the curriculum, greatly broadening the range of studies and enabling the school to meet the entrance requirements of any college or scientific school, and he gathered about himself a larger and more efficient body of teachers. The attendance increased: in 1873 there were 262 pupils; in 1895, 524; and after 1892 the number never dropped below 400. Dr. Bancroft also strove to secure additions to the equipment; dormitories, a good laboratory, and the Borden Gymnasium were built through his efforts.

On June 5 and 6, 1878, Phillips Academy celebrated its centennial anniversary with elaborate exercises. At this time a fund of one hundred thousand dollars was raised, partly for the endowment of the principal's chair and for one in Latin.

In 1901 the Trustees accepted a museum and large foundation

for research in American Archaeology, the gift and legacy of Robert Singleton Peabody and his wife, Margaret Augusta Peabody.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. During the first World War the ambulance unit of Phillips Academy, which sailed overseas in April 1917, was the first to be organized by any American school. Of the alumni two thousand three hundred were enrolled in the military or naval service of the United States or its allies. The Memorial Tower, with a carillon of bells, commemorates the loyalty of the eighty-seven who gave their lives for their country. In 1920 more than one and a half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall was built and the centre of the School permanently fixed in its present site. In the later years before that event, and in years succeeding, many other important buildings were given to the Academy, and the devotion of its alumni and friends has enlarged its endowment.

On May 18 and 19, 1928, Phillips Academy observed its sesquicentennial anniversary, at which the principal address was made by Calvin Coolidge, President of the United States.

The Sesquicentennial ushered in a period of physical expansion unexampled in the history of the school. Within four years Samuel F. B. Morse Hall, Paul Revere Hall, the Oliver Wendell Holmes Library, the Moncrieff Cochran Sanctuary, the Commons, the Andover Inn, the Addison Gallery of American Art, and the Cochran Church were all added to the school's equipment. With the addition of these buildings Andover not only became one of the most beautiful schools in America but also gained unequalled facilities for stimulating the intellectual and cultural

interests of the students. By the Enabling Act of 1929 the Trustees were empowered to hold property, real and personal, without limitation as to amount.

In 1933 Dr. Alfred E. Stearns, for thirty years Headmaster, who more than any other had built up the school's position and reputation, was forced through ill health to resign. Professor Charles H. Forbes, who for over forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During that year the curriculum was revised to its present form, emphasizing history, science, and the fine arts, and making the study of the classical languages optional. This revision was made with the aim not only of meeting changed educational conditions, but more especially of providing a broader cultural background for the pre-college student.

Two valuable additions to the physical equipment of the Academy, Rockwell House and the new wing of the Isham Infirmary, were ready for occupancy in 1935. The remodelling of the interior of Bulfinch Hall, completed in January 1937, provided headquarters for the Department of English. A Teachers' Pension Plan has recently been established through a fund raised by alumni and friends; and gifts from various sources have made possible the addition of many teachers to the staff, with a consequent decrease in the size of classroom sections.

During the second World War the school policies and programs were necessarily somewhat modified to meet government needs. The basic aims of Phillips Academy, as a place where the liberal arts are taught, remain, however, essentially unchanged.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle socially with other boys from all sections of the country, some rich and some working for their education,

but all valued for themselves rather than for their positions or their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly coöperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

THE COURSE OF STUDY

The curriculum of Phillips Academy provides instruction in several fields for every boy. It aims to consider the tastes, ambitions, and abilities of the individual boy without omitting in other fields those contacts which will be essential for sympathetic and intelligent reactions to the life about him. It is planned for boys who will enter college and scientific school, and instruction is given in all subjects required for entrance to higher institutions. Class-room groups are small enough to permit individual atten-

PHILLIPS ACADEMY

tion. Students are placed in sections fitted to their attainment and ability.

The program of studies is given in detail on pages 42-45, but it may be noted here that boys who take the full four-year course usually study English during each of the four years, history during each year, mathematics for at least three years, science for at least two years, and foreign languages during at least three years. They also complete additional work in one or more of these fields. Furthermore, in the Lower Middle year they study the development of religious ideas; in the Upper Middle year they take a course in the appreciation of art and of music; and in the Senior year they may choose certain of their courses from a long list of elective subjects. Opportunity for practical work in art and in music is also provided.

It is highly desirable that applicants, in particular those for the Upper Middle and Senior Classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

CLASS OFFICERS

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests. The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable.

PLAN OF RESIDENCE

Andover students live together in the academy dormitories or in faculty houses. Each dormitory or house is under the close supervision of the instructor who lives in it. Boys may room alone or with a roommate. The youngest boys live in the Williams Hall

unit,—dormitories with their own dining hall, group of proctors, and special regulations. The more mature Juniors live in Rockwell House. In these buildings the boys receive the special care suited to their age. As boys make a successful transition from the home to school life and learn to use wisely the school's freedom, they move into the larger dormitories.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the school is based upon the belief that education at its best involves the development of ethical idealism, spiritual insight, and Christian character. These qualities are essential in learning "the great end and real business of living." The Headmaster and faculty recognize that the total program of the school should be grounded upon and consistent with the finest ethical and religious values man has discovered. To a certain degree, therefore, Andover's whole educational policy is dominated by a belief in the importance of ethics and religion.

The program of the school includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. *Attendance at daily Assembly and at the church service on Sunday is required. The Sunday

*Upon written request from their parents or guardians students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

PHILLIPS ACADEMY

Services are conducted by the Headmaster, by the School Minister, and by visiting clergymen of various denominations. The Academy Church is a non-sectarian body with membership open to all. The Society of Inquiry and Circle A are student organizations which develop each year their own programs along lines of community welfare work, forum meetings, and discussion groups.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

THE ACTIVITIES PROGRAM

For a short period after luncheon or for a little longer period after dinner boys may devote some of their unassigned time to non-athletic extra-curricular activities. Boys are then free, if they wish, to participate in hobbies—printing, model planes and rail

roads, studio art, radio, and dramatics—for all of which equipment and instruction are provided. Some boys do some extra laboratory work, woodworking or birdbanding. Others work on the publications, sing in the Glee Club, or play in the Orchestra or Band. There are groups for the study of and participation in aviation, rifle shooting, stamp collecting, and yacht racing. Debating enjoys deserved popularity, and the Wednesday noon meetings of Philo in the well-appointed debating room in Bulfinch Hall are well attended. The program is flexible, differing from year to year, and purely voluntary. Encouragement is given to boys who wish to pursue a healthful and useful hobby.

LECTURES AND CONCERTS

During each school year a varied program of lectures and entertainments is given, without charge to members of the student body, in the Meeting Room in George Washington Hall. In recent years speakers at the Academy have included Maurice Hindus, Bruce Bairnsfather, Dorothy Crawford, Martin Bovey, Bradford Washburn, Cecil Brown, Sumner Welles and John P. Marquand. Among the well-known concert artists who have appeared on the stage of the Meeting Room are Olga Coelho, Ruth Posselt, Richard Dyer-Bennett, Jan Smeterlin, Malcuzynski, the Don Cossacks, The New England Opera Theater, the American String Quartet and the Ballet Russe de Monte Carlo.

In addition to this regular annual program of entertainments, numerous informal talks are given by faculty members and outside speakers for interested groups of students, and the stage of the Meeting Room is used for presentations by the Academy Dramatic Club and for plays given by the Foreign Language Departments. On Saturday evenings and special occasions motion pictures are shown in the Meeting Room, and frequent informal student entertainments and speaking contests are also held there.

HEALTH SUPERVISION

Under the supervision of the School Physician a definite program is carefully followed in an effort to improve each student's health, to prevent disease or to control its spread, to maintain a satisfactory community hygiene, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, and proper recommendations are made and a report sent to the parents.

The Department of Health supervises the correction of reading and spelling disabilities, speech difficulties, and postural defects, and urges parents to call to its attention any evidence of personality traits which might interfere with a boy's optimum adjustment. The body-building program is also under the supervision of this Department.

The Isham Infirmary is a modern, well-equipped small hospital, efficiently managed and attentive to each individual's needs and comfort. Six graduate nurses are in residence during the entire school year, and this number is increased when necessary. Excellent laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are cared for by the School Physician. A staff of consultants, including several prominent Boston physicians and surgeons, is available. These men also are members of this department's Advisory Board, and they meet and discuss with the School Physician problems and policies of health administration as they arise. At the present time the members of the Advisory Board are Drs. Arthur W. Allen, W. Lloyd Aycock, Franklin G. Balch, J. Dellinger Barney, Donald King, Edwin Place, George Tobey, George Van Gorder and Mr. Robert J. H. Kiphuth. It is the policy of the department to seek expert advice without hesitation in order to assure the student of the best medical opinion. Cases requiring major surgi-

cal procedures are hospitalized in Boston unless the parent prefers otherwise. Parents are notified promptly of any illness and are kept well informed concerning its course.

Complete modern facilities for the care and repair of teeth are available at the Infirmary, a full-time dental hygienist is on the staff, and capable Boston dentists make visits at regular intervals, so that fillings and other dental work may receive efficient attention without the necessity of trips out of town. Dr. C. P. Bonin, a Boston dentist who specializes in the straightening of teeth, is at the Infirmary two days each week. Orthodontia which has been begun at home may be carried on here by this specialist, in cooperation with the student's own dentist.

There is no charge for care of students confined to the Infirmary because of illness, no matter how prolonged the patient's stay, but parents are responsible for the fees of consulting physicians and private nurses in the rare instances when these are necessary. An optional, low-cost medical and surgical reimbursement plan, designed to assist parents in budgeting those hospital and consultants' charges is offered and is strongly recommended.

The Academy rules require that each student upon entering school present either a scar of vaccination against smallpox or a physician's certificate stating the date of vaccination, and also evidence of having had a negative Schick Test or of having had the toxoid or toxin-antitoxin prophylaxis against diphtheria. Tetanus Toxoid immunization is strongly advised and is given to all entering students who have not previously had this protection.

PHYSICAL TRAINING

All students are required to take some form of supervised exercise at least four times a week throughout the school year. In addition, four half-hour periods of body-building per week are required of every boy. Upon entering the School each boy is given

a careful physical and medical examination. He is also given a physical efficiency test. If he passes this, he may elect the sport which he desires to follow. If he does not pass it, he is given special developing exercises suited to his particular needs. Special attention is given to those who lack normal development or have postural defects. The greater part of the exercise of the normal boy is taken in the form of sports, either with the School teams or with one of the four athletic groups into which the School is divided in order that students may compete with others of their own size, age, and ability. Special emphasis is placed on conditioning exercises for all school teams and for intramural teams in all sports. No student is allowed to compete on School teams without permission of the Director of Physical Education. The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physician's services shall be rendered and infirmary care provided without charge.

REQUIREMENTS FOR ENTRANCE

The requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its minimum requirements, it is necessary to discriminate among the candidates on the basis of their records and promise. Geographical distribution and priority of application are among the factors that must be taken into consideration. Character, personality, and breadth of interest play a large part in the selection of applicants, which is not made on the basis of scholarly attainment alone. Candidates for entrance should take examinations as directed by the Admissions Office, and each applicant is asked to take the Aptitude Test; but the general school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. Only a small number can be received in the Senior Class and a slightly larger number in the Upper Middle Class. It is much easier, as well as more profitable, to enter a lower class at the appropriate age than to secure admission to a higher class later.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 42-45. This outline indicates the work which is done each year by a student who is neither behind nor ahead of his class in any subject. *It is not required that all the studies of a student shall be in the class in which he is rated. He is permitted to take individual subjects below or above that class if his preparation in the prerequisites of those subjects justifies such action.* But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years. Students entering any of the three upper classes may, in some instances, receive

credit for courses taken at their previous schools as a substitute for the Academy's minor courses.*

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from entrance examinations in Arithmetic and in English, which most candidates for the Junior Class are required to take. The examination in Arithmetic covers common and decimal fractions, square root, denominate numbers, percentage, and interest. The examination in English tests the candidate's knowledge of grammar and his ability to write a clear and idiomatic composition of about three hundred words in length. The examination in grammar covers the parts of speech and the standard uses of words, phrases, and clauses in the sentence. The quality of the composition determines whether the candidate shall pass or fail the examination. His proficiency in grammar determines the section in which he shall be placed.

Some acquaintance with a foreign language is helpful; although not essential, it is recommended. Boys who have a sufficient knowledge of Latin to enter an advanced section of Latin should write an entrance examination in Latin also; and those who have studied Algebra should write the examination for entrance to Mathematics 1 (comprehensive). The Latin examination will be based on the Latin Beta requirements of the Secondary

*See page 42.

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Education Board; and the Comprehensive paper will be upon the topics covered in Part I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill)—enlarged edition.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Cp. paper will be placed in advanced sections of Junior Latin.

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, examinations are required on the work of the Junior year in Algebra, in English, and in foreign language. This work is outlined on page 43 and is described in pages 46-73. *In many instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language in the pamphlet of 1947 examination papers (see page 40).* Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Cp. (Gamma), and French Cp. (II or III) examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2* respectively.

UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should write ordinarily the Academy's examinations for entrance to English 3, †Mathematics 3A or 3B, and also examinations in other subjects amount-

*See pages 51-52.

†The examination for entrance to Mathematics 3A (for credit in two units of algebra) will cover the work of the Academy's Mathematics 2 course, outlined on page 63. The examination for entrance to Mathematics 3B (for credit in
(Footnote continued on next page)

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ing to four or in some instances to three units. Most candidates should write examinations covering two units of one foreign language and one or two units of a second foreign language.

Early applicants who have maintained consistently high records at their previous schools may apply for entrance without examinations other than the Aptitude and English tests.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits which cover the work of the Academy's three lower years or its equivalent. Examinations set by the Academy in English and in other subjects studied by the candidate in the current school year are usually required.

Early applicants who have maintained consistently high records at their previous schools may apply for entrance without examinations other than the Aptitude and English tests.

RETURNING VETERANS

A program designed for properly qualified veterans is in operation during the current year and will be in operation during 1948-1949. Inquiries should be addressed to the Director of Admissions.

PROCEDURE IN APPLYING

In making application for admission to the Academy the form in the back of this catalogue should be filled out carefully and completely and forwarded to the Director of Admissions, together with a small photograph or snapshot of the boy. Letters from two of the applicant's teachers and one or two additional sources should be sent in directly from the writers to the Academy at the earliest possible date. Letters from other than teachers are most

one unit of plane geometry) will cover the work in Plane Geometry as outlined in the Academy's Mathematics 3A course on page 64.

useful when they come from scoutmasters, camp directors, and others who have had an opportunity to observe the boy on frequent occasions and can write in some detail. *Whenever possible, it is desirable that boys come to Andover for an interview. Appointments for such interviews should be made in advance.*

Complete official records of the applicant's work and standing in schools formerly attended are required. The Academy generally sends a preliminary request for this information immediately on receipt of the final application form.

Each candidate should take in May such examinations as the requirements outlined on pages 35-38 demand. *Boys should not count on qualifying by means of September examinations without definite assurance from the school authorities of the possibility of their admission in this way.*

Rooms are assigned to incoming students during the summer, *in the order in which their admission applications are filed.* A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 32-34) for the Academy's regulations regarding immunization against certain infectious diseases.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Friday and Saturday, May 14 and 15, 1948. The schedule of hours is announced in April. The examinations will be given as follows:

In Andover: George Washington and Samuel Phillips Halls,
Phillips Academy;

In New York: Room 207, Union Theological Seminary;

In other cities by special arrangement.

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For examinations in Andover there is a fee of \$2.00. For those taken elsewhere a fee of \$5.00 is required.

The Secondary Education Board's examinations (which may be used for entrance to the Junior and Lower Middle classes) will be given in many cities on May 24 and 25.

On Tuesday, September 21, 1948, the Academy examinations will be held in Andover only, at 9.00 A.M., according to a schedule of rooms and hours announced at that time. (Note carefully the statement on the preceding page regarding September examinations.)

A pamphlet of the Academy's 1947 examination papers, which contains most of the examinations given in May of that year, will be supplied upon request. The Secondary Education Board, Milton, Massachusetts, publishes a pamphlet, "Definition of the Requirements for 1948," which includes helpful information about the Board's English III and IV, Mathematics III and IV, Latin Cp. and French Cp. requirements for the Junior or Lower Middle Class. (See footnotes under the statement of requirements for each of these classes.)

ROOM EQUIPMENT AND CLOTHING

The Academy furnishes each room with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student, but no additional electrical appliances are permitted. Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name. The Academy does not issue a detailed list of necessary equipment, but all boys are advised to bring extra

bedding and warm clothing for the winter months. Athletic equipment is provided for varsity and junior varsity teams in most sports, but all boys are advised to bring whatever equipment they already own.

Parents are referred to the statement on "General Regulations" (pages 74-75) for further information.

COURSE OF STUDY

1947-1948

*SYNOPSIS OF COURSES

As the curriculum is planned to effect a progressive development, it is desirable for the student to take the entire course in the Academy. Admissions to the two upper classes are therefore limited to a small group.

In choosing his course of study, the student should consider as early as possible what college or technical school he intends to enter. A proper choice of course and of elective subjects will prepare fully for any higher institution.†

For full membership in a given class students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

During his four years in the Academy a student who enters the Junior Class ordinarily takes the following major courses, a major course being one which meets four or five times a week: English 1, 2, 3, 4; Foreign Language 1, 2, 3; a second Foreign Language 1, 2; Mathematics 1, 2, 3; Science; History 4; and one elective major course. In addition, he takes minor courses in History, Religion, Elementary Science, and Art and Music. The distribution of subjects is described on the following pages, with exceptions indicated. The Description of Courses begins on page 46.

*See page 35, third paragraph.

†See page 28, "Class Officers."

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Junior Year

English 1	4	hours	a	week
*Foreign Language A1	5 or 4	"	"	"
Mathematics 1	5	"	"	"
Elementary Science	3	"	"	"
History 1	3	"	"	"
<hr/>				
Total	20 or 19	"	"	"

Lower Middle Year

English 2	4	hours	a	week
Foreign Language A2	4	"	"	"
†Foreign Language B1	5 or 4	"	"	"
Mathematics 2	4	"	"	"
Religion	2	"	"	"
History 2	2	"	"	"
<hr/>				
Total	21 or 20	"	"	"

Upper Middle Year

English 3	3½	hours	a	week
Foreign Language A3 or ‡Science	5 or 4	"	"	"
Foreign Language B2	4	"	"	"
Mathematics 3	4	"	"	"
History 3	3	"	"	"
Art and Music	2	"	"	"
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Total	21½ or 20½	"	"	"

*Latin, Greek, French, or German.

†One of the foregoing not taken in Junior year, or Spanish.

‡Biology, Chemistry, or Physics.

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Senior Year

English 4	4	hours a week
History 4	5	" " "
‡Science or Foreign Language B3 (whichever is not taken in U.M.)	4	" " "
Elective (Major)	4 or 5	" " "
Elective (Minor)	2 or 1	" " "
	<hr/>	
Total	19	" " "

‡Biology, Chemistry, or Physics.

The following modifications in the foregoing program may be made:

- (a) A student who takes three years of Latin and two years of Greek is allowed to omit Art and Music, and in his Senior year may take any two of Greek 3, Science, History 4.
- (b) Candidates for any college which requires Mathematics 4, Chemistry, and Physics may omit the third year of a foreign language, if such omission is necessary to avoid an excessive schedule.
- (c) Students whose previous work in foreign language has been of superior quality may, by special permission, take two foreign languages in the Junior Year.
- (d) Students who enter the Senior year with insufficient credit in foreign language may take German 1-2 or Spanish 1-2, for the purpose of establishing credit for two years' work in one of these subjects.
- (e) In exceptional cases, incoming Upper Middlers and Seniors may, by special permission, meet the Academy's diploma requirements on completion of two units in each of two foreign languages, in addition to four units in mathematics and two in laboratory science.

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SENIOR ELECTIVES*

English 5	3	Mathematics 7	4
French 3R	2	Mechanical Drawing	2
French 5	2	Introduction to Art	2
German 1-2	6	and Music	
German 4A	2	Studio Art	2
German 4B	2	Advanced Art	2 or 4
German 5	2	Harmony	2
Greek 1-2	5	Piano or Organ	2
Greek 4	1	Senior Music Appreciation	2
Spanish 1-2	6	Music Major	4
Latin (Horace)	1	Religion 2	2
History 5	1	Anatomy and Evolution	2
History of Civilization	2	Anthropology	2
Mathematics 5A	2	Philosophy	2
Mathematics 5B	2	Public Speaking	2
Mathematics 6	1	Social Problems	2

*Any course in the Catalogue not previously taken may count as a Senior Elective with the exception of first-year language courses.

DESCRIPTION OF COURSES

ENGLISH

The main purposes of the English courses are to help boys to write and speak clear, idiomatic English; to understand as fully as possible what they read; to increase the range and depth of their understanding of men and society through knowledge of the best English and American literature; and, in the process of developing standards of judgment and of taste, to find enduring pleasure in reading good books.

Classes in English range in size from ten to fifteen boys. In the three upper years the ablest boys are assigned to honors sections, where they do advanced work and where they are encouraged to develop their particular literary abilities. All boys meet their instructors for individual conferences at frequent intervals.

Throughout the English program stress is laid upon the operations of language,—on the ways in which words are used, in speech and in writing, to convey meanings. To provide concentrated training in the basic skills of reading, writing, and speaking, without reasonable mastery of which effective work in school or college is difficult, certain hours are set aside for that specific purpose.

The following is a brief summary of the main emphases and kinds of work done in each of the four required years of English. It should be noted that a syllabus of the work covered by any given year of English cannot be given here. Although continuity is maintained throughout the English program and the main emphases for each course are established by the Department, selection of specific teaching materials and methods of instruction are frequently left to the individual teacher so that he may shape his course most effectively to the needs and background of his

class. Consequently texts vary from year to year and from teacher to teacher. No one class will read all of those listed below for each course.

ENGLISH 1 meets four periods a week, all requiring outside preparation. The work of this course covers (1) a review of grammar, spelling, and punctuation; (2) the reading and discussion of various types of literature; and (3) composition, at first narration and description, later elementary exposition.

Especial attention is paid to teaching the theory and practice of effective oral expression. Other class hours are regularly devoted to exercises in the analytical reading of short passages of prose and poetry and to extemporaneous writing under the close guidance of the teacher.

Students are sectioned in English 1 according to the quality of their preparation in the fundamentals of English grammar. During the first half of the year, those who need intensive review of fundamentals devote more time to grammar and rhetoric than to literature; the others reverse the proportion. Representative texts are *A Book of Short Stories*, edited by Pugh (Macmillan), Masfield's *Dauber* (Macmillan), *Julius Caesar*, *A Tale of Two Cities*, *The Yearling*, *Lively Lady*, *Yesterday and Today* (Harcourt, Brace), *Correct English*, edited by Tanner (Ginn and Co.).

ENGLISH 2 meets four periods a week, all requiring outside preparation. The course includes (1) a review of grammar, spelling, and punctuation; (2) elementary study of the rhetoric of the sentence, the paragraph, and the whole composition; (3) practice in composition, with increasing emphasis upon exposition; (4) the reading and discussion of various types of literature; (5) oral reading.

Representative texts are *Adventures in Appreciation* (Harcourt, Brace), *Short Stories* (Harcourt, Brace), *David Copperfield*, *The Rise*

of *Silas Lapham*, *Arrowsmith*, *As You Like It*, *The Merchant of Venice*, *Romeo and Juliet*, *Poems for Modern Youth* (Houghton Mifflin), *Poems for Enjoyment* (Harpers), and *A Handbook of English* (Oxford).

ENGLISH 3 meets four periods a week, of which three require outside preparation. The prepared hours are devoted to (1) literature and (2) rhetoric. The four main types of literature—fiction, the drama, the essay, poetry—are examined in representative texts of graduated difficulty, with continued emphasis upon close reading and explication. Typical texts in this year are *Far from the Madding Crowd*, *Henry Esmond*, *Victory*, *Of Human Bondage*, *Fortitude*, *Ethan Frome*, *The Mayor of Casterbridge*, Bacon's *Essays*, *Milestones of the Drama* (Harcourt, Brace), *Macbeth*, plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harpers), the poems of Browning, *John Brown's Body*, and *An Introduction to the Study of Poetry* (American Book Co.)

ENGLISH 4 meets four periods a week, all requiring outside preparation. The work of this course gives continuing training, on an advanced level, (1) in the reading and discussion of the work of important English and American authors; (2) in detailed analysis of passages of prose and of poetry; and (3) in composition and rhetoric.

Representative texts in this year are *Tess of the D'Urbervilles*, *The Ordeal of Richard Feverel*, *The Scarlet Letter*, *The Forsyte Saga*, *Understanding Fiction* (Crofts), *Great Modern Short Stories* (Modern Library), *Hamlet*, *Othello*, *Henry IV, Part 1*, *Antigone*, plays of Ibsen, Shaw, Galsworthy, O'Neill, *British Poetry and Prose* (Houghton Mifflin), *Essays of Three Decades* (Harpers), *Writing and Thinking* (Scribners), Strachey's *Queen Victoria*, *Understanding Poetry* (Holt).

In each English course, in addition to reading done for class

discussion, students do outside reading which is guided, although not wholly prescribed, by the English teacher.

In each course opportunity and encouragement are given for creative writing in short story, poem, and essay. The Department sponsors a series of prize competitions throughout the year to stimulate interest in creative writing.

ENGLISH 5, meeting three periods a week, is an elective course open to students who have successfully completed four years of secondary school English or who have otherwise demonstrated ability to do advanced work in English.

The object of the course is to examine and interpret significant phases of the development of culture and civilization in the United States by a reading and study of selected books in American literature. Among others, the following American authors are studied carefully: Franklin, Thoreau, Emerson, Hawthorne, Melville, Whitman, Dreiser, O'Neill, Wolfe. Through the study of these men the course seeks to analyze the main trends of American thought as expressed in our literature. This study is supplemented by extensive outside reading in Parrington and Mumford to gain an understanding of American literature as the product of certain forces and ideas which have characterized American intellectual development. All books chosen for close reading are studied in their proper historical setting. Though there is no instruction in the art of composition as such, there are frequent reports and essays on topics appropriate to the course. The anthologies used in the course are *A College Book of American Literature* (American Book Co.) and *American Thinking and Writing* (Appleton-Century).

PUBLIC SPEAKING

It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first two years.

In the Senior year a two-hour elective course provides training in the delivery of memorized selections, in expository speeches, and in brief writing and argumentative speeches. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The text used is Sarett and Foster's *Basic Principles of Speech* (Houghton Mifflin).

*FRENCH

The Department of French offers a continuous course, in which the emphasis is laid upon teaching the student to understand the spoken word, to express himself in the foreign tongue, to read the written language with ease, and to learn about the history, culture and democratic tradition of France. The Department is seeking to accomplish these goals by means of the "Cleveland Plan" in which the foreign language is used exclusively in the classroom. This plan was put into effect in September, 1945, in all French 1 and in two special French 2 divisions; in 1946-47 it was adopted for all old boys in their first two years of French; next year, it will be followed in French 3 as well. Experimental sections during 1944-45 have convinced the Department that this method of modern language teaching, without recourse to English as a medium, results in a more thorough appreciation for and knowledge of the subject.

In FRENCH 1, the first twenty-six lessons of DeSauzé's *Nouveau Cours pratique de français pour commençants* (John C. Winston Co.) are

*See footnote on page 57.

covered. Sections are limited to ten boys each in order to allow more time for individual conversation, and the sections meet five times a week instead of the usual four, to permit more contact with the spoken word. To compensate for the extra time in the classroom, assignments are shorter than in the past. After a thorough drill during the first weeks of the course in order to familiarize the students with the principles of French pronunciation, all use of the mother tongue is abandoned. Stress is laid upon developing the ear, building up an active vocabulary, writing simple compositions, and telling simple stories.

In FRENCH 2, the text used in French 1 is completed. More attention is given to the writing of compositions and the delivering of speeches, as well as the memorization of French poetry. Works of standard French authors, modern and ancient, are read outside of class, not for translation but solely for comprehension. The principles of French grammar are amplified and reviewed in Bottke's *Brief Oral French Review Grammar* (Crofts). Reading texts, studied in class, include Maurois' *La Machine à lire les pensées* and Perier et Lebel, *La Garde montante*. The small divisions are retained and also, whenever it does not overload a boy's schedule, the additional hour in the classroom.

In FRENCH 3, students continue to develop their reading skill, spend more time speaking and hearing French, write compositions on subjects pertaining to the history and culture of France, and give brief talks for class-room comment and discussion. Outside reading of standard novels and plays is assigned, and reports are written in French. The texts now in use include: Turgeon's *French Review for Reading Knowledge* (Appleton); Chinard's *Initiation à la culture française* (Ginn); Liebling and Scheffer's *La République du Silence* (Harcourt, Brace); selections from the work of

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Molière, Beaumarchais, Balzac, Daudet, Zola, Maupassant, France, Loti, Maurois, Romans, and others.

FRENCH 3R, a two-hour elective course, is a reading course for the benefit of boys who have completed two years of French, but do not have time to take four hours of French 3 and wish to maintain contact with the language.

In FRENCH 4, the objective is the development of ability to translate and comprehend material of greater difficulty and of more abstract content. The translation covers a wide range of prose and poetry selected from writers since 1800. Free composition, continued practice in a wider use of idioms, and more extensive oral use of the language form an essential part of the course.

FRENCH 5 is open to students who have completed college requirements in four years of French or who have special permission of the French department and desire to keep up their knowledge of the subject in a two-hour course. The objectives of the course are to improve the student's knowledge of France, its geography and its people, and to offer a larger opportunity in the oral and aural use of the language.

*GERMAN

The Department of German offers a continuous course, covering four years, in which the emphasis is laid upon fluency of reading and the use of the spoken language.

The beginning course, GERMAN 1, four hours a week, gives the grammatical background, the skeleton of the language, and the simple forms of conversation. It emphasizes clarity of expression, vocabulary, and the ability to handle a language more highly inflected than the English. Reading begins in the middle of the winter term. Varied texts, such as the Hagbold series of stories and fables, other well-known stories at the appropriate level, and much sight-reading material furnished by the instructors are read during the rest of the year. *The Concise German Grammar*, by Vos, has been used as the elementary work-book in recent years.

GERMAN 2 amplifies reading knowledge and vocabulary. It starts with the reading of Diez's *Beginning German for Colleges* (Oxford Press), with emphasis on the grammatical and syntactic background of the language, and continued work in conversation. Reading of modern texts (mostly 20th century German) and, occasionally, the reading of a classical work, such as *Wilhelm Tell*, complete the course.

GERMAN 3 is an advanced course which develops and continues the above courses. The classes are conducted in German as much as possible. Reading material includes novels by Keyserling, Mann, Hausmann, Bahr, and other modern writers. Dictation in German on various literary and scientific topics is frequently given, including excerpts from the classics.

GERMAN 3S is an intermediate two-hour course designed for the use of pupils who are unable to follow a completed course of

*See footnote on page 57.

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two years of German by taking the regular German 3 course, because their preparation for certain college curricula demands heavy concentration in sciences. This course uses literary and scientific reading matter, and material of particular interest or necessity to students of the sciences.

GERMAN 4, for Seniors, is given in two sections of two hours each, which may be taken separately or jointly. One emphasizes the handling of advanced German in dictation and conversation, and ends with the reading of classic poetry and excerpts from Goethe's *Faust* at the end of the year. The other deals with literary and scientific modern texts.

For advanced pupils who have completed the higher courses, at the Academy or elsewhere, a GERMAN 5 course of two hours is given, which is designed to keep the knowledge of the language alive and growing, and uses material adapted to the individual knowledge of the boy.

GERMAN 1-2, is designed for Seniors who wish to continue German in college or need it as a background for scientific and mathematical studies. Meeting six periods a week, it affords an opportunity for accelerated grammatical instruction and reading. Credit for two units of German is given upon successful completion of this course.

GREEK

The first year, GREEK 1, is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *New Introduction to Greek* (Harvard University) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented

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by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

The second year, GREEK 2, is occupied with selections from Xenophon's Works, or an equivalent, with sight reading from other Attic prose authors, some translation from English into Greek, and grammar reviews.

The third year, GREEK 3, is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

Properly qualified Seniors may take Greek 1-2, five periods a week, which covers in one year the essential material of Greek 1 and Greek 2.

A course on the Greek Old and New Testaments, GREEK 4, is offered as a Senior elective.

LATIN

In LATIN 1 the time is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in Pearson's *Essentials of Latin* (New York Edition—American Book). There is constant practice in the reading and writing of simple prose, and in observing the relation of Latin to English words. The course aims at a thoroughly dependable foundation for subsequent reading and study. As a prerequisite, candidates must have a competent knowledge of the fundamentals of English grammar.

In LATIN 2 the aim of the course is to extend and build on the linguistic foundations laid in LATIN 1. For this end Books 1-4 of the *Gallic War* of Caesar, or equivalent amounts from a second

year book, are studied. The study of vocabulary includes the mastery of the word list recommended by the College Entrance Examination Board for second year. Ample time is allotted to prose composition. There is continual practice in sight translation and reading aloud. An attempt is also made to show the importance of Caesar in the history of his time. The course therefore is in all ways introductory to the study of Cicero and Vergil.

In LATIN (CICERO) the course has a threefold purpose. Linguistically it aims at teaching students to read Latin prose writings with increasing ease. Historically it tries to present a picture of Cicero's life and times and to compare and contrast his period with our own. Culturally it endeavours to assess the literary importance of Cicero, as the creator of a prose style which influenced the literature of Western Europe for centuries. To achieve these purposes selections are read from both the forensic and political speeches, from the philosophical writings and the letters of Cicero, as well as passages from other prose authors. There is constant practice in sight translation and a study of vocabulary. Students who have done very good work in LATIN 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

In LATIN (VERGIL) effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and in metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the *Metamorphoses* of Ovid and excerpts from other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six or seven books of the *Aeneid*. Vocabulary study includes the entire list recommended by the College Entrance Examination Board. The course is

treated as a starting point for excursions into the thought and life of the ancient world. A knowledge of this background is developed by lectures, incidental comment, and classroom discussion, supplemented by assigned reading. Topics in the private life and customs of the Romans are studied and illustrated. The Academy possesses more than a thousand photographs for this purpose.

In LATIN (HORACE) selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

Courses covering four years' work in Spanish are given. They meet the usual College requirements and include some study of the geography, history, institutions, and customs of the Spanish World.

SPANISH I comprises practice in reading, writing, speaking, and understanding the language, with special emphasis upon the fundamentals of grammar, the regular and irregular verbs, the radical changing and orthographic changing verbs, nouns, adjectives, pronouns, the uses of the tenses, the commonest idioms, and an introductory treatment of the subjunctive mood. Gram-

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

mars such as Walsh's *Introductory Spanish* (Edwards Bros.) and House and Mapes' *Shorter Spanish Grammar* (Ginn) serve as a basis for this course, and such texts as Castillo and Sparkman's *Graded Spanish Readers* (Heath) and Weisinger and Johnston's *Los Otros Americanos* (Odyssey Press), supply the reading material. Special care is taken to guide the student over the difficult transition from elementary reading to formal Spanish narrative.

SPANISH 2 continues the work of the first year and covers the usual college requirements for two units of Spanish. The grammar is reviewed through the medium of such books as Pittaro and Green's *Segundo Curso de Español* (Heath) and Crawford's *Temas Españoles* (Holt), and there is further treatment of the subjunctive mood. Texts such as Wast's *Pata de Zorra* (Odyssey Press) and Walsh's *Cuentos y Versos Americanos* (Norton) supply the material necessary for intensive and comprehensive reading.

SPANISH 3 consolidates and enlarges upon the work of Spanish 2 with a view to the student's development of speed, range of ability, and better control of vocabulary. Some time is spent in the oral reproduction of texts read and in the writing of free composition. Particular attention is paid to conversation and to reading for comprehension. Spaulding and Leonard's *Spanish Review Grammar* (Holt), is studied, and such texts as Hill and Buceta's *Antología de Cuentos Españoles* (Heath) and Alarcon's *El Sombrero de Tres Picos* (Holt) are read.

SPANISH 4 consists of the study of composition of advanced grade. In addition, works in prose and verse of literary value are read, with increased attention to cultural background and to the further development of oral expression. Olmstead and Gordon's *Spanish Grammar* (Holt) serves as a reference grammar, and reading material is found in such texts as Alonzo's *Ensayos Españ-*

bles (Heath), Hill's and Morley's *Modern Spanish Lyrics* (Holt) and Krause's *España y la Cultura Española* (Heath).

SPANISH 1-2 is an intensive course for Seniors who wish to complete the equivalent of two years' work in one in order to meet the Academy's foreign language requirements or to prepare for further work in Spanish in college.

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. Classical History is given in the Junior year as work is begun in Greek or Latin. European History comes in the Lower Middle year as the students take up French or German. English History for Upper Middlers is planned to fit with their study of English. American History for Seniors is designed to lay historical foundations for subsequent work at college in History, Government, Economics, and related subjects. For the second purpose, the courses in History are developed consecutively to provide increasing experience in accuracy and precision of thinking and to train the students in comprehension and logical expression of what they know.

During the first two years, this system of courses in History defers to the immaturity of the students, stressing the narrative and the pictorial. It develops toward emphasis upon the analytical and the abstract only in the last two years. The first two courses rely heavily upon text books for all students. The last two have texts available, but direct the more capable students to specific reading in historical works of maturity. All four courses make use of materials in the Addison Gallery of Art and the Library.

HISTORY 1—Greece and Rome. This course is designed to introduce students to History. It begins with stories of Egyptian life,

the nations of Mesopotamia, Palestine, Crete, and the Persian Empire, as the background for a more extensive study of the Greeks, their internal growth and international strife. Then it moves into the history of the Romans, through the days of their Republic, the times of the Caesars, and the Empire, to the decline with the invasions of the barbarians.

Particular attention is given to the classical narratives, to the substance and color of Mediterranean life, and to great personalities and episodes in the period. Assigned readings in the text are supplemented by reference to selected books in the Library, and use of paintings, pictures, and slides. Class-room work is devoted to explanation, with frequent practice in writing about what has been studied.

HISTORY 2—France. With this course, the students are given a view into the history of Western Europe. The central theme is the growth of France from Charlemagne to Napoleon. But contemporaneous events in the Holy Roman Empire, the Lowlands, the Italian States, Germany, and the Austrian Empire are specifically related to the story of France. Emphasis is put upon the Church, feudalism in France, the growth of commerce and towns, the Renaissance and the French Revolution. Outstanding developments in architecture, art, and science, are also discussed. There is a work-book specially prepared for this course. The students are trained in note-taking and in writing short papers as well as more extensive examinations.

HISTORY 3—England. The work of this year takes the students into a more mature examination of historical materials. The sequence of events is followed, but there is deeper penetration into social, political, and economic forces. The basis of study is a work-book, specially prepared to train students to use the Library and to depend no longer upon a single text. This material is divided top-

cally, with a summary to introduce each major subject, and the topics thereunder have specific references to various texts and to books of more mature opinion. The students are taught to take their own notes from these references. Subsequent discussion in the class-room is based on these notes, and the students are then encouraged to draw conclusions.

The detailed study of Great Britain starts with her emergence from medieval times into the modern era, beginning with the Tudors. Certain incidents are studied to bring out general changes in Western Europe. More emphasis is then laid upon the development of Parliament and institutions representative of the English people. The course proceeds to elaborate upon social and economic changes, colonial expansion through the period of Cromwell and the Restoration, and rivalry with France for world supremacy, into the period of American rebellion. From the middle of the eighteenth century on, the course then deals with the development of industrial society and its influences upon political movements, the rise of modern imperialism, and aspects of England's policies in the world of today.

HISTORY 4—The United States. This final course builds upon the study in the previous year. It begins, therefore, with the causes of the American Revolution. It proceeds through the period of transition from Confederation to Federal Union, the westward advance of the American people, and the rise of the nation out of sectional conflicts and the Civil War. It surveys then the development of American industry and the attendant growth of the United States as a world power. It closes with events of the present time.

Public affairs, both domestic and foreign, are the central theme of this course. Stress is given to the most geographical, economic, social, governmental, and institutional problems, in order that the students may know the origins of the conditions in which they

live. The careers of eminent men are examined in relation to these problems. Purely military events are minimized. Problems of literary, intellectual, religious, and philosophical import are indicated but left for study in college.

HISTORY 5—Contemporary History. This one-hour elective course for Seniors is designed to give a brief survey of recent affairs. It includes the background of events leading to the recent war, a brief study of the national policies of the Great Powers, examination of contemporary events of national significance, and discussions of international politics. The students are asked to read in historical works and current periodicals, but the major part of the study consists of discussions in class and note-taking from lectures.

MATHEMATICS

MATHEMATICS 1A—First Year Algebra. The prerequisite of this course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The study of the subject begins with a review of fundamental operations and continues through the year. The course covers the topics of Hawkes-Luby-Touton's *First Year Algebra* (Ginn) through systems of equations involving one quadratic and one linear, with problems based thereon. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

After a careful survey in the fall term, the abler students are placed in a division which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 1B—First Year Algebra. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used and the topics covered are the same as in Mathematics 1A.

MATHEMATICS 2—Second Year Algebra. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A and 1B with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Hawkes-Luby-Touton's *Second Year Algebra*—Intermediate Course (Ginn). Additional material is

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provided by use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Students with superior preparation are assigned to special divisions.

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 3A—Plane Geometry. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Wells and Hart's *Progressive Plane Geometry* (Heath)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B—Second Year Algebra. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. The course presumes that elementary algebra has been covered through the solution of sets of equations, one of which is first degree and the other quadratic. The text in use is Hawkes-Luby-Touton's *Second Year Algebra—Intermediate Course* (Ginn). Supplementary material will be used from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 4—Trigonometry and Solid Geometry. The prerequisite of this course is the satisfactory completion of one of

the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, and solid geometry. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one unit of credit.

MATHEMATICS 5A—Advanced Algebra. This is a two-hour elective course and is open to students who have credit for Mathematics 3. The course includes the study of imaginary and complex numbers, theory of higher degree equations, partial fractions, undetermined coefficients, summation of series, variables and limits, permutations, combinations, probability, scales of notation, determinants, and mathematical induction. The text book used is Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon).

Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 5B—Plane Trigonometry. This is a two-hour elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 6—Introduction to the Calculus. This is a one-hour elective course and is open to students who are enrolled in Mathematics 4. The course is a brief introduction to analytic geometry and the calculus and is designed to supplement the regular Senior work in mathematics. The course is covered in Longley and Wilson's *An Introduction to the Calculus* (Ginn).

MATHEMATICS 7—Analytic Geometry and Differential and Integral Calculus. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college, thus preparing for the sophomore work in this field. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is Griffin's *Introduction to Mathematical Analysis*—Revised Edition—(Houghton Mifflin).

MECHANICAL DRAWING

This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. The course in many instances so prepares the student that he can take a more advanced course on entering college, and, in some cases, secure credit toward his degree for the course omitted. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing* (McGraw-Hill).

ELEMENTARY SCIENCE

This course, meeting three times a week in the Junior year or twice a week during the Lower Middle year, aims to acquaint the student with scientific facts and methods, and, in general, to form an easy approach to the laboratory sciences which follow.

The instruction is given by means of a text-book, by lectures, and by lecture table demonstrations. Emphasis is placed upon reasoning rather than upon the mere collection of information.

BIOLOGY

The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria, insects, trees, and birds on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, twice for recitations and twice for two-hour laboratory periods. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one point for admission to college. The text used is Moon, Mann and Otto's *Modern Biology* (Henry Holt).

CHEMISTRY

The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

PHYSICS

In this course, which covers completely the requirements in Elementary Physics as outlined by the College Entrance Examination Board, the text-book is supplemented by lectures, and by work in the laboratory. The text is accompanied with numerical examples and by qualitative experiments designed to illustrate physical laws and their application to practical life.

About forty quantitative laboratory experiments are required of each pupil. A careful record of the steps and results of these exercises is kept in a note-book which is submitted to the instructor for approval.

THE VISUAL ARTS

INTRODUCTION TO ART. One-half of the course "Introduction to Art and Music" is devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Industrial and Decorative Arts. This course, counting as two hours a week, is ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The function, construction, and appearance of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to all the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. A limited group of Upper Middlers and Seniors are permitted to take, in place of the Art and Music course, instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis

for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it pre-supposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

A continuation of the studio course, counting as two hours a week, is offered for Seniors.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may, with permission of the instructor, be taken as a half course, counting two hours a week, with concentration on the discussion section.

MUSIC

INTRODUCTION TO MUSIC. A two-hour introductory course in Art and Music is required for members of the Upper Middle Class, and Seniors may take it as an elective. The second half of this course is devoted to music. Its object is to teach the student how to listen to music and to instruct him in certain features of

the historical background and development of music which will increase his understanding and enjoyment of it.

SENIOR MUSIC APPRECIATION. A two-hour Senior elective in Music Appreciation is offered for those members of the Senior Class who wish to be introduced to the subject, as well as for those who, having taken the Upper Middle course, desire more work in this field.

SCIENCE OF MUSIC. A two-hour course, primarily for Seniors, which includes a detailed study of the complete range of musical sounds, the manner of their production, and analysis of their composition, is offered to students who are music lovers but not musicians and to those who plan to study electronics.

INSTRUMENTAL MUSIC. Weekly instruction in piano and organ, also in orchestra or band instruments, may be counted as a two-hour course. One half hour of instruction is to be supplemented with four hours of practicing. These lessons are given without charge to members of the school orchestra and band. For piano and organ lessons, there is a separate charge of \$100 for weekly half-hour lessons, and \$200 for hour lessons. A staff of distinguished teachers is available for this instruction.

MUSIC MAJOR. For students who wish to take Music as a major course in their Senior year, any combination of two two-hour courses is possible.

ORCHESTRA. The school orchestra rehearses weekly and studies classical, romantic, and modern scores. Instrumental ensembles from the orchestra participate at concerts at the Academy and at neighboring schools.

BAND. The school band rehearses weekly and plays at important athletic contests during the fall and spring terms. A smaller group

of band musicians appears in concerts at the Academy and at neighboring schools.

GLEE CLUB. Commencing with the school year of 1947-48, the Glee Club consists of one hundred members drawn from volunteers from the Senior and Upper Middle classes. A completely separate organization from the Chapel Choir, the Glee Club meets twice a week for hour rehearsals, preparing unaccompanied secular part songs and a wide variety of other music for joint concerts with the glee clubs from neighboring girls' schools. Besides the annual production of an operetta in George Washington Hall, the Glee Club participates in the annual joint concert given in Symphony Hall, Boston, with six other schools from the area.

CHOIR. A completely separate organization from the Glee Club, the Chapel Choir consists of one hundred members drawn from volunteers from the Upper Middle and Lower Middle classes. Its primary purpose is to lead all parts of the musical service in Sunday Chapel; but it also contributes an anthem to each Service, drawn from the great church music of all periods since the XVIIth Century. Members of the Chapel Choir take precedence over all volunteers for the Glee Club in the year following.

RELIGION

RELIGION I—This course is a study of religion in the making. It traces the development of the most important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews and the religion of Jesus. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of re-

ligious truth. This two-hour course is given to all members of the Lower Middle Class.

RELIGION 2 is a two-hour elective course for Seniors and Upper Middlers who have completed successfully the work of the Lower Middle Religion course and who wish to move on further in their study of religion. The content of the course differs somewhat from year to year and depends, to some degree, upon the background and the maturity of the students who have elected further work in this field. Some study is usually made of the various religions of mankind: such as Hinduism, Buddhism, Mohammedanism, and Confucianism. The course includes, also, a consideration of the great philosophies of the past: Epicureanism, Stoicism, Platonism, Aristotelianism. The course is concluded with an attempt to understand some of the different emphases and recent developments in Christian thought, both in this country and on the continent.

ANATOMY AND EVOLUTION

This two-hour survey course, for Seniors and Upper Middlers, is intended to interest and instruct the student in the structure and physiology of the human body, and in the laws of inheritance, evolution, and eugenics. It is composed of lectures, demonstrations, and some outside reading.

ANTHROPOLOGY

A two-hour elective course, offered by the Robert S. Peabody Foundation for Archaeology, is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

HISTORY OF CIVILIZATION

This two-hour senior elective, for a limited number of boys, is designed to tie together the information gathered by the boys in their various courses during their stay at Phillips Academy, and to give them an overall picture of the world in which we live and its civilization.

It covers, in the first six weeks, a close study of the present state of civilization in its political, economic, and philosophic aspects, and then builds up the foundations of that civilization through a concise but reasonably extensive synopsis of the ancient, medieval and 19th century cultures, with special emphasis on the Renaissance and the modern adaptations of its principles.

It is mainly a lecture and discussion course, with one examination per term. It is intended to be an introductory course to the similar lecture-courses given in college.

PHILOSOPHY

A two-hour Senior elective is offered in this subject, the object being a general introduction preparatory to philosophical studies at college.

The subject is presented through philosophical problems rather than by tracing the historical development. The reading includes sections of Plato's *Republic* and several other Platonic dialogues. Although Bertrand Russell's *A History of Western Philosophy* and Joad's *Guide to Philosophy* are used for background reading, most of the reading consists of excerpts from the works of standard philosophers.

SOCIAL PROBLEMS

This two-hour elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 9.53 A.M.
Morning Assembly	10.00 A.M.
Recitation and study hours	10.30 A.M. to 12.23 P.M.
Athletics and Body-building	2.00 P.M. to 3.40 P.M.
Recitation and study hours	4.07 P.M. to 6.00 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The few but definite rules to which the undergraduates are expected to adhere have been made in accordance with this principle.

Every absence of a student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any

other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences or eight demerits involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty is liable to dismissal.

The use or possession of alcoholic beverages will cause dismissal.

Smoking, subject to certain restrictions, is permitted to the two upper classes only.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to have firearms or explosives of any description in their possession or to use them, except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse is liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

Bicycles are not permitted, except to day students.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

EXPENSES

The tuition charge for each student at Phillips Academy is as follows: \$600 payable on October 1; \$350 payable on January 1; and \$300 payable on April 1. The net rate charged to scholarship students varies according to the need of the applicant. Each student, when his application is accepted, is required to make a deposit of \$50.00, which is credited on his first regular school bill.

The total charge of \$1250 covers instruction, board, room (including furniture, bed linen, and one blanket), health supervision, X-rays, laboratory tests, infirmary care and the services of the School Physician, physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include tutoring, or special instruction in music or athletics, the services of consulting physicians or private nurses, personal laundry, text-books, dues to school organizations, and unnecessary breakage and damage to school property.

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the bill for the following year.

Bills for matters not included in the regular school charge may be sent out at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Class-room privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who is for any reason dismissed or withdrawn, unless he is called to service under the Selective Service Act.

FINANCIAL AID FOR STUDENTS

Boys of strong character, ability, and ambition who need financial assistance are encouraged to apply, even though not all requests can be met. The school has at its disposal each year approximately \$70,000, made up of gifts and income from scholarship funds to be awarded by the Scholarship Committee. Also under the control of the Scholarship Committee are the various opportunities for boys to earn part of their expenses by work in the Commons and through other jobs.

Awards vary in amount according to the applicant's need, with a few full scholarships of \$1250 available for boys of especial promise and great need. From the parents of those who apply for aid the Scholarship Committee requires a complete and definite statement of financial resources and obligations, which will be kept confidential. Applications for renewal of aid, which should be made before May 1, will be considered in the light of the candidates' achievement and circumstances. All boys on the scholarship list are expected to maintain satisfactory scholastic records and to show in every possible way that they are cognizant and deserving of the special opportunities which they enjoy. Under the Grant-Work Program each scholarship boy is expected to perform some useful service about the school in partial return for his aid.

Loans to help meet the annual charges may be arranged with the Treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

Approximately \$95,000 was earned by students during the year 1946-1947 in prizes and scholarships and through concessions and jobs.

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, are situated within a short distance of the other school buildings, and are adapted to the particular needs of the youngest members of the school. They offer accommodations for fifty-one boys. With their common recreation and dining rooms, they provide an intermediate stage between the natural restrictions of the home and the freer life of a large school. The boys are in more homelike surroundings and receive closer supervision than the rest of the school, but share with the other boys in the same classes and sports and in all the other privileges of school life. The boys of the Williams Hall unit take turns in waiting on table in the dining room.

ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors. It is especially designed to meet the needs of the more mature members of this class. Its administration is carried on along the same lines as that of Williams Hall, with the exception that its residents eat in the Commons.

FACULTY HOUSES

Twenty-eight houses, known as Faculty Houses, each in charge of a resident instructor or school official, provide accommodations for 191 boys, as follows:

Abbot House for twenty, America House for fourteen, Blanchard House for five, Carter House for six, Cheever House for twelve, Churchill House for six, Clement House for fourteen, Coy House for four, Farrar House for eight, Frost House for four, Goodhue House for six, Greene House for thirteen, Hardy House for six, Jackson House for six, Merrill House for two, Park House for six, Pease House for eight, Salisbury House for twelve, Samaritan House for four, French House for five, Stowe House for five, Tilton House for two, Jewett Tucker House for seven, Woods House for three, Willis House for two, Williston House for four, Moody House for four and Cole House for three.

DORMITORIES

FOXCROFT HALL (1809), two entries for eleven boys each.

BARTLET HALL (1821), two entries for sixteen boys each.

DRAPER COTTAGE (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

PEMBERTON COTTAGE (1893), for ten boys. The gift of Melville C. Day, class of 1858.

ANDOVER COTTAGE (1893), for twelve boys. The gift of friends in Andover.

EATON COTTAGE (1893), for eleven boys. The gift of Melville C. Day, class of 1858.

BANCROFT HALL (1900), three entries for ten boys each. The gift of Melville C. Day, class of 1858.

BISHOP HALL (1911), two entries for twenty-three boys each.

DAY HALL (1911), two entries for twenty-four boys each. The gift of Melville C. Day, class of 1858.

ADAMS HALL (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

TAYLOR HALL (1913), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

OSGOOD JOHNSON HALL (1922), two entries for eighteen boys each.

PAUL REVERE HALL (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

SAMUEL PHILLIPS HALL (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

PEARSON HALL (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was re-

moved, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

SAMUEL F. B. MORSE HALL (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

GRAVES HALL (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it was remodelled in 1936 and is now a gymnasium for the younger boys.

GEORGE WASHINGTON HALL (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the daily morning assembly is held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

THE COCHRAN CHURCH (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ, declared by Guenther Ramin, the distinguished German organist, to be the finest organ in America.

BULFINCH HALL (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by

gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

OLIVER WENDELL HOLMES LIBRARY (1929), named in honor of Oliver Wendell Holmes, class of 1825, was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. The Library contains about 64,000 volumes, of which the greater part are in the stacks, open to the students. The Freeman Room is furnished with easy chairs, sofas, and a fireplace, and contains the latest periodicals, as well as more than 1,100 books restricted to use in that room. In the Garver Room are about 3,000 volumes of reference and reserve books for various courses. This room has a seating capacity of over 100. The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., Saturdays from 8 A.M. until 6 P.M., and Sundays from 2:30 P.M. until 9:45 P.M.

ADDISON GALLERY OF AMERICAN ART (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

BORDEN GYMNASIUM (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

CASE MEMORIAL BUILDING (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of $11\frac{1}{2}$ laps to the mile permit frequent indoor track meets.

THE COMMONS (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished and equipped for the recreational use of the Upper Middlers and Seniors. The kitchen and serving pantries are fully up-to-date in equipment.

ISHAM INFIRMARY (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

THE ANDOVER INN (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March,

Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

THE ARCHAEOLOGY BUILDING (1903) was the gift of Mr. and Mrs. Robert Singleton Peabody. There are exhibits of the industrial life of the North American Indians, including dioramas of Indian villages in the Northeast and the Southwest. Important study material is stored in the building, which is open on weekdays from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. to 5 P.M. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

PEABODY HOUSE (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

MEMORIAL TOWER (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in the World War. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

GROUNDS

THE BROTHERS FIELD (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing

fields of the Academy. Its facilities provide six football fields, six baseball diamonds, six soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer and tennis.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, a third to the memory of Thomas Cochran, of the class of 1890, and a fourth in memory of Elizabeth Goodhue Fuess. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

The Andover Summer Session will open on Wednesday, June 30th, and close on Wednesday, August 25th, 1948. The Summer Session Catalogue will be available for distribution after February 1st. Requests for catalogues and inquiries about admission should be addressed to the Director of the Andover Summer Session, Andover, Massachusetts.

The Trustees of Phillips Academy opened the Summer Session in 1942 as a war-time service to enable boys of Phillips Academy and other schools to finish their secondary school training before they were called into the service, or when their induction was not imminent, to prepare them more rapidly and thoroughly for ultimate service. The success of the Session throughout the war years was so marked that the Trustees have voted its continuance.

The Session, under the control of the Academy Trustees and Headmaster, is a part of the Phillips Academy organization and draws its teaching and administrative staff almost entirely from the Academy faculty. Students live in school dormitories under the supervision of resident members of the faculty. The entire plant of the Academy is available for Summer Session use.

Application for admission to the Summer Session should be mailed as early as possible since the number accepted is limited. Boys of ambition, ability, and good character are welcomed from public high schools and from other private preparatory schools. The fee of \$400 covers board, room, health insurance, and tuition. Each summer full scholarships and a few partial scholarships are offered to students of promise and financial need. In 1947, fifteen full scholarships and fifteen partial awards were given.

The curriculum offered by the Summer Session includes most of the courses given by Phillips Academy in its regular session. Full credit in Phillips Academy is granted for courses passed in the Summer Session.

Depending upon his individual need and ability, each student takes either twelve or eighteen hours per week of prepared work. Each student's program of study is planned to fit his needs in consultation with his faculty adviser.

Great emphasis is placed on health and physical fitness. Students, except those excused by the School Physician, take athletic work under faculty instruction and supervision. The Isham Infirmary is open twenty-four hours each day for the entire Session.

Daily assemblies, which all boys are required to attend, are mainly devotional in character. Occasionally, the assembly period is devoted to the discussion of current events of importance. Each Sunday a short religious service is conducted by the School Minister.

To relieve labor shortages and to gain practical educational experience, each student assumes the care of his own room for the entire Session, and he is required to help with work in the Commons at mealtime for a period of four or five days out of the eight weeks of the Session.

Application for admission to the Session implies a serious purpose on the part of the student and his parents, and the willingness of the student to assume responsibility to the Academy and to the community for maintaining order and decency. Any student who shows himself unwilling to conform to the spirit of the Session, who habitually neglects his work, or who is believed to have any injurious influence on other students, may be dismissed at any time.

The Summer Session has proved of great benefit to boys who plan to enter Phillips Academy in September. Summer study in Andover enables them to make up deficiencies in previous preparation, whenever it may be necessary, and become familiar with Phillips Academy traditions, methods, and standards. Younger boys who are planning to enter the first-year class live in a separate dormitory with special faculty supervision.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, *Director*

FREDERICK JOHNSON, *Curator*

ALFRED VINCENT KIDDER, *Research Associate in Southwestern
Archaeology*

GRACE V. MORIN, *Secretary*

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The publications of the Foundation include the following:

BULLETINS

1. The Exploration of Jacobs Cavern, 1904.
2. The Gorgets, 1906.
3. A Narrative of Exploration in New Mexico, Arizona, Indiana, etc., 1905.

4. The Exploration of Bushey Cavern near Cavetown, Md.; and Fort Ancient: the Great Prehistoric Earthwork of Warren County, Ohio, 1908.
5. Certain Peculiar Earthworks near Andover, Mass., 1912.
6. Hematite Implements of the United States, 1912.

THE ARCHAEOLOGY OF MAINE, by Warren K. Moorehead, 1922.

ARCHAEOLOGY OF THE ARKANSAS RIVER VALLEY, by Warren K. Moorehead, 1931.

EXPLORATIONS OF THE ETOWAH MOUNDS, GEORGIA, by Warren K. Moorehead, 1932.

PAPERS OF THE SOUTHWESTERN EXPEDITION, Yale University Press:

1. An Introduction to the Study of Southwestern Archaeology—with a Preliminary Account of the Excavations at Pecos, by A. V. Kidder, 1924.
2. Pueblo Pottery Making: a Study at the Village of San Ildefonso, by Carl E. Guthe, 1925.
3. The Pueblo of Jemez, by Elsie Clews Parsons, 1925.
4. The Indians of Pecos Pueblo: a Study of their Skeletal Remains, by Earnest A. Hooton, 1930.
5. The Pottery of Pecos. Volume I, The Dull-paint Wares, by A. V. Kidder and C. A. Amsden, 1931.
6. The Artifacts of Pecos, by A. V. Kidder, 1932.
7. The Pottery of Pecos. Volume II, Glazed Wares, by A. V. Kidder, and Anna O. Shepard, 1936.

PAPERS OF THE ROBERT S. PEABODY FOUNDATION

Vol. I, No. 1, Excavations on Martha's Vineyard, by Douglas S. Byers and Frederick Johnson, 1940.

Vol. I, No. 2, The Indian Site on Grassy Island, by Frederick Johnson and others. (In preparation).

Vol. II, The Boston Fishweir, by Frederick Johnson and others, 1942.

Vol. III, Man in Northeastern North America: A symposium, 1946.

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*
ANTOINETTE THIRAS, *Secretary and Registrar*
HULDAH W. CURL, *Research Assistant*
SARA T. WEEKS, *Research Assistant*

Art Committee

STEPHEN C. CLARK
CHARLES H. SAWYER

FRED T. MURPHY
EDWARD W. ROOT

ROBERT G. MCINTYRE, *Secretary*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a fund for additional purchases.

It is the aim of the Addison Gallery to serve as a laboratory where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions. The museum building is fully equipped for exhibition and museum purposes.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and con-

ducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including over one thousand items, is recognized as among the outstanding specialized collections in the country. Smibert, West, Stuart, Allston, Morse, and Trumbull represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are several examples by Homer, Ryder, Eakins, Whistler, Sargent, Thayer, and Twachtman. The early part of the present century is shown in the work of Hassam, Metcalf, Brush, Davies, Prendergast, Bellows, and Henri. Recent acquisitions of contemporary paintings, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a permanent collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and silver of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES

For declamation. Twenty dollars and fifteen dollars. Founded (1878) by Warren F. Draper, class of 1843, (sustained since 1867).

MEANS PRIZES

For declamation of original essays. Twenty dollars, ten dollars, and five dollars. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

ROBINSON PRIZES

For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. Forty-five dollars to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896).

SCHWEPPE PRIZES

In English. Open to Senior and Upper Middle Classes. Thirty dollars and twenty dollars. Sustained by the late Charles H. Schweppe, class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe.

GOODHUE PRIZES

In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. Ten dollars and five dollars. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916).

PHILLIPS ACADEMY

CHARLES C. CLOUGH PRIZE

For an essay by a Senior on an assigned literary subject. Twenty dollars. Founded (1923) by friends of Charles C. Clough, class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy.

STEPHEN S. LANGLEY PRIZE

For an essay by a Senior on Charles Dickens. Eight dollars. Founded (1927) by Stephen S. Langley, class of 1863.

ARTHUR W. LEONARD PRIZES

For declamation of original essays. Ten dollars, six dollars, and four dollars. Open only to Juniors and Lower Middlers. Sustained (since 1942) by the Headmaster in memory of the late Arthur W. Leonard, Head of the English Department.

DONALD CARR PRIZES

For skill in oral English. Twenty dollars, twelve dollars, and eight dollars. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr, class of 1922.

CHARLES SNOW BURNS PRIZES

For an original poem. Three prizes of ten dollars each to be awarded to one boy in each of the three upper classes. Founded (1944) by Mrs. Jules Burns in memory of her son, Lieutenant Charles Snow Burns, class of 1941.

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. Fifteen dollars, ten dollars, and five dollars. Founded (1879) by Joseph Cook, LL.D., class of 1857.

PHILLIPS ACADEMY

WILLIAM N. WEIR PRIZE

In New Testament Greek. Thirty-five dollars. Founded (1928) by Rev. William N. Weir, class of 1895.

DOVE PRIZES

In Latin. Open to Seniors. Twenty dollars, ten dollars, and five dollars. Founded (1915) by George W. W. Dove, class of 1853, (sustained since 1880).

DEPARTMENT OF LATIN PRIZES

For excellence in Latin translation, composition and recitation. Sustained from the Winthrop Fund.

Open to students in Latin 3. For translation. Ten dollars and five dollars. For recitation from memory of poetry or prose. Ten dollars.

Open to students in Latin 2. Translation and composition. Ten dollars and five dollars. For recitation from memory of poetry or prose. Ten dollars.

Open to students in Latin 1. For recitation from memory of poetry or prose. Ten dollars.

REVEREND ALFRED JOHNSON PRIZE

In Greek composition. Ten dollars. Founded (1932) by Alfred Johnson, class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, class of 1875, (sustained since 1924).

VALPEY PRIZES

In Latin composition. Ten dollars.

In Greek composition. Ten dollars.

Open to the Upper Middle Class. Founded (1896) by Rev. Thomas G. Valpey, class of 1854.

PHILLIPS ACADEMY

ALLEN ROGERS BENNER PRIZE

For excellence in first-year Greek. Twenty-five dollars. Sustained (since 1939) by the Alpha Gamma Chi Society in honor of Allen Rogers Benner, class of 1888, for forty-six years Professor of Greek in Phillips Academy.

GERMAN

ROBERT STEVENSON PRIZE

In German composition. Ten dollars. Open to the Senior and Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr., class of 1896, in memory of his father.

CARL SCHURZ PRIZE

In German. A \$100 War Savings Bond. Awarded to that student in first-year German who has shown the greatest achievement within the year. Sustained (since 1944) by an anonymous donor.

FRENCH

FREDERICK HOLKINS TAYLOR PRIZES

In French conversation or French composition. Fifteen dollars and ten dollars. Founded in part (1909) by a member of the class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868.

DEPARTMENT PRIZES

For aural ability. First and second prizes in books awarded to those students in their first year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor.

SPANISH

THE HAYDEN PRIZE

Awarded to that member of the Junior or Lower Middle classes who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. Twenty-five dollars. Sustained (since 1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile.

HISTORY

LLOYD W. SMITH PRIZE

In American History before 1860. Fifty dollars. Sustained (since 1924) by Lloyd W. Smith, class of 1892.

CHARLES ELLIOTT PERKINS PRIZE

In American History since 1860. Fifty dollars. Sustained (since 1927) in memory of Charles Elliott Perkins, of Burlington, Iowa.

HAYMOND PRIZE

In American History. Fifty dollars, or the equivalent in books on the Constitution. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Second and third prizes of twenty-five dollars and ten dollars respectively were added in 1946. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, class of 1942 and Thomas Arnette Haymond, class of 1943.

GEORGE LAUDER PRIZE

In English History. Forty dollars. Founded (1916) by George Lauder in memory of his son, George Lauder, Jr., class of 1897; (sustained since 1913).

MATHEMATICS

E. B. CONVERS PRIZES

In Plane Geometry. Awarded on the basis of an examination in Plane Geometry. Fifteen dollars and ten dollars. Founded (1898) by E. B. Convers, class of 1857.

GEORGE T. EATON PRIZE

In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. Twenty dollars. Sustained (since 1938) by Thaxter Eaton, class of 1904, in memory of his father, George T. Eaton, class of 1873, for fifty years Instructor in Mathematics.

MATTHEW S. McCURDY PRIZES

In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of class-room work and an examination. Twenty dollars and fifteen dollars. Founded (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics, from 1873 to 1921.

THE RENSSELAER MEDAL

Awarded to that member of the graduating class who has done the best work in Mathematics and Science during his preparatory course.

EDWARD BAILEY PRIZE

In Lower Middle Mathematics. Twenty-five dollars. Awarded on the basis of an examination at the close of the year. Sustained (beginning 1946) by Edward Bailey Crichton, class of 1946, in memory of his grandfather, Edward Bailey, class of 1878.

PHILLIPS ACADEMY

SCIENCES

WADSWORTH PRIZE

In Physics. To the student holding the highest rank in Physics for the year. Ten dollars. Sustained (since 1900) by William S. Wadsworth, M.D., class of 1887.

DALTON PRIZE

In Chemistry. To the student holding the highest rank in Chemistry for the year. Thirty-five dollars. Founded (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, class of 1884, trustee of Phillips Academy, 1912-1923.

OTHNIEL C. MARSH PRIZE

In Biology. To the student in the school who has been outstanding in interest and attainment in the Biological Sciences. Twenty-five dollars. Sustained (since 1936) by the Headmaster in memory of Othniel C. Marsh, class of 1851, one of the great paleontologists of his day.

JAMES C. GRAHAM PRIZE

In Science. To that member of the graduating class attaining the highest grade in the Physical Sciences. Six hundred and fifty dollars. Founded in 1945 by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937.

MUSIC

CHARLES CUTTER PRIZE

For proficiency on orchestral, especially stringed, instruments. Thirty-five dollars. Founded (1925) by Rev. C. F. Cutter, class of 1871, in memory of his father, Charles Cutter, class of 1840.

PHILLIPS ACADEMY

FRANK VAN DER STUCKEN PRIZE

For proficiency on the organ. Twenty-five dollars. Sustained (since 1930) by Dirk H. van der Stucken in memory of his father.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING—NO. 1

Ten dollars. Sustained (since 1934) by an anonymous donor.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING—NO. 2

A Book. Sustained (since 1945) by an anonymous donor.

EDWARD PITKIN POYNTER PRIZE

For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. Fifteen dollars. Founded (1943) in memory of Edward Pitkin Poynter of the class of 1940, who gave his life for his country in the aviation service on July 15, 1943.

AINSWORTH B. JONES PRIZE

For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. Fifteen dollars. Founded (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the class of 1939, who gave his life for his country in the aviation service in July, 1943.

COMPOSITION PRIZE

Awarded for the best original musical composition, in any form, to be submitted in clearly legible manuscript prior to May 15th. Ten dollars. Sustained (since 1945) by an anonymous donor.

MILTON COLLIER MEMORIAL PRIZE

Awarded for proficiency in the playing of the piano. Twenty-five dollars. Founded (1946) in memory of Milton Collier by Mrs. Milton Collier and I. Alfred Levy.

ART

THE MORSE PRIZE

To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. Twenty-five dollars. Sustained (from 1932) and founded (1942) by Winslow Ames, class of 1925, in honor of Samuel Finley Breese Morse, class of 1805.

THE THOMPSON PRIZE

For improvement in drawing and painting. Given in memory of Augustus Porter Thompson, 3rd, class of 1928. Twenty-five dollars.

ADDISON GALLERY ASSOCIATES PRIZE

For a student who has distinguished himself in art as well as in other activities. Twenty-five dollars. Sustained (since 1941) by the Addison Gallery Associates.

JOHN ESTHER GALLERY PRIZE

To the student who has shown through his work the clearest understanding of art. Twenty-five dollars. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan.

OTHER PRIZES

FACULTY PRIZE

For the Senior graduating with the highest average in scholarship. One hundred dollars. Founded (1923) by Sanford H. E. Freund, class of 1897, (sustained since 1912).

FULLER PRIZE

Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the

school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, class of 1894.

THE BIERER PRIZE

To a student who is outstanding in character and personality. Twenty-five dollars. Sustained (since 1944) by Eugene S. Bierer, class of 1943.

IMPROVEMENT PRIZE

For the Senior who, having been at Andover not less than three years, has shown the greatest general improvement. Fifty dollars.

THE YALE BOWL

Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics.

FEDERATION OF HARVARD CLUBS PRIZE

For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover.

HEADMASTER'S PRIZE

Awarded to that member of the Senior Class who exhibits most fully the qualities of coöperation and leadership. Fifty dollars. Sustained since 1933.

ROGER C. SULLIVAN PRIZES

Four prizes, of two hundred dollars each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Classes who made the greatest improvement in scholarship during the previous school year. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of his father, Roger C. Sullivan.

JOHN P. HOPKINS PRIZE

To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during

PHILLIPS ACADEMY

the year. Two hundred dollars. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of John P. Hopkins.

BUTLER-THWING PRIZE

For the member of the Junior Class with highest marks in entrance examinations. Fifteen dollars. Founded (1918) by Capt. Francis Butler-Thwing, class of 1909.

THE PHILLIPIAN PRIZE

For outstanding service rendered to the *Phillipian*. Thirty dollars. Founded (1931) by James Q. Newton, class of 1929, and Business Manager of the *Phillipian* during his senior year.

THE PAUL REVERE PRIZES IN PRINTING

Awarded to those students, preferably in the graduating class, who have shown especial interest in Printing and who have shown, in their association with the Printing Club, a general attitude of cooperation and friendliness. Twenty-five and twenty dollars. Sustained since 1945 by members of The Paul Revere Press.

THE CECIL K. BANCROFT PRIZE

For a self-supporting student whose performance has been most praiseworthy, taking into account scholarship, amount of self-help, and observance of rules, regulations, and ethics governing these activities. Twenty-five dollars. Awarded (since 1934) by the Headmaster, on recommendation of the Bureau of Self-Help.

THE COMMONS PRIZE

To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. Ten dollars. Sustained (since 1945) by Dr. Willet L. Eccles, Registrar of Phillips Academy from 1930 to 1943.

PHILLIPS ACADEMY

JOHN ADAMS KINGSBURY JR. PRIZE

To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. Fifty dollars. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., class of 1934.

THE AURELIAN HONOR SOCIETY PRIZE

To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. A cup. Established 1935.

THE LORD PRIZE

Awarded to the Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. Founded (1946) by Mason Faulconer Lord, class of 1944.

RICHARD JEWETT SCHWEPPE PRIZE

Awarded to a member of the senior class in recognition of an unusual spirit of cooperation and friendliness. Thirty-five dollars. Founded (1946) by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, class of 1896.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804).....	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.....	7,762.64
FARRAR (1865). Samuel Farrar, treasurer of Phillips Academy, 1808 to 1840. (A part of this fund is for other purposes.).....	22,000.00
CLARKE (1870). James G. Clarke, class of 1837, in memory of his mother, Jane Aiken Clarke.....	1,200.00
PETER SMITH BYERS (1878). John Byers, class of 1844, in memory of his brother, of the class of 1847. For boys from Andover.....	500.00
CLASS OF 1878 (1878).....	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.....	1,000.00
FRENCH (1879). Hiram W. French, of Andover.....	1,000.00
CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the class of 1875.....	1,000.00

STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.....		26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, class of 1875.....		1,450.14
WARREN F. DRAPER (1890). Warren F. Draper, class of 1843.....		1,000.00
CHARLES L. FLINT (1890). Charles L. Flint, class of 1841. Preference to boys from Middleton, Mass.....		5,000.00
HENRY P. HAVEN (1890). Henry P. Haven, of New London, Conn.....		1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, class of 1839, in memory of his wife.....		1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother.....		1,000.00
DOWE (1892). Joseph Dowe, class of 1817.....		3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the class of 1840.....		1,000.00
MARY W. HOLBROOK (1900). Mary W. Holbrook.....		500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....		1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank W. Hartwell, in memory of their son, of the class of 1908.....		5,000.00

PHILLIPS ACADEMY

GEORGE RIPLEY (1908). George Ripley, of Andover....	2,500.00
T. A. HOLT (1909). T. Augustus Holt, of Andover. For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913). Allan Morse Penfield, class of 1904.....	1,000.00
GEORGE B. KNAPP (1914). Katharine Knapp, in mem- ory of her brother, George B. Knapp, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thonias A. Emerson, class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the class of 1889....	1,425.00
ABRAHAM B. COFFIN (1924). Abraham B. Coffin, class of 1852.....	2,000.00
SAMUEL M. EVANS (1922). Samuel M. Evans, class of 1887. (A part of the fund is for other purposes.).....	2,000.00
AMASA J. WHITING (1927). Mrs. May C. W. Speare, in memory of her father, Amasa J. Whiting.....	2,515.65
JAMES H. HASTE (1930; 1933). James H. Haste, class of 1894.....	241,074.18

PHILLIPS ACADEMY

HENRY WALDO GREENOUGH (1931). Henry W. Greenough, class of 1889.....	2,000.00
MONCRIEFF M. COCHRAN (1932). Moncrieff M. Cochran, class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00
OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students.....	500.00
DAVID AND LUCY HAYWARD SHAW (1939). David and Lucy Hayward Shaw. Preference to boys from Andover.....	10,000.00
WINTHROP H. SMITH (1943). Winthrop H. Smith, class of 1912.....	5,000.00
ARTHUR L. KERRIGAN (1945). Arthur L. Kerrigan, class of 1915.....	2,500.00
ABBOT STEVENS (1945). Abbot Stevens, class of 1907	20,000.00
CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Cecil K. Bancroft, class of 1887, registrar and instructor at Phillips Academy, 1906-1932.....	3,000.00
LEONARD A. HOCKSTADER (1946). Leonard A. Hockstader, class of 1896.....	2,500.00
ROBERT D. MILLS (1947). Robert D. Mills, class of 1893.....	500.00

SPECIAL SCHOLARSHIP FUNDS

- JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover..... 5,000.00
- ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, class of 1912, who died in the military service of the United States, 1918..... 6,000.00
 "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."
- GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, class of 1892..... 10,000.00
 "The income is used annually for the assistance of a worthy student or students, of limited means."
- GORDON FERGUSON ALLEN (1920). "Friends of the school," in memory of Gordon Ferguson Allen..... 5,000.00
 "The income is awarded annually to a deserving student of character and promise and of limited means."
- REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920). Rev. William Henry Haskell, class of 1856, and his five sons, classes of 1883, 1888, 1890, and 1895..... 3,000.00
 "The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."

CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, class of 1906. 5,000.00
 "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."

FRANK DALE WARREN (1925). Frank Dale Warren, Jr., class of 1915, in memory of his father, of the class of 1879. 1,000.00
 "The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty."

ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, class of 1900, in memory of his brother, of the class of 1897. 5,000.00
 "The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."

SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, of the class of 1923. 5,000.00
 "The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

PHILLIPS ACADEMY

CLASS OF 1871. ANDOVER-HARVARD (1928, sustained since 1912). Henry S. Van Duzer, class of 1871. (A part of this fund is for a College Freshman scholarship)..... 12,500.00

"The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time."

CLASS OF 1871. HARVARD-ANDOVER. "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school."

WILLIAM THOMPSON REED MEMORIAL (1930). His father and mother and members of his family, in memory of William Thompson Reed, class of 1929. 11,100.00

"The income is awarded annually to a student of character and promise at the beginning of his Senior year."

SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the class of 1898..... 5,000.00

AUGUSTUS PORTER THOMPSON (1943). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, class of 1892. 5,000.00

"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, a member of the class of 1922 2,500.00
 "Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."

CHARLES W. CARL (1945). Charles W. Carl, class of 1910 7,000.00
 "Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."

HERBERT E. STILWELL (1945). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, of the class of 1941, who was lost in the English Channel on a mission during the war 10,000.00
 "Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, class of 1891 5,000.00
 "Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."

PHILLIPS ACADEMY

The following scholarships are sustained by regular annual gifts, or by a single gift:

GEORGE WEBSTER OTIS (1920). Joseph Edward Otis, class of 1888, and Mrs. Otis, in memory of their son, Lieut. George Webster Otis, class of 1914, who died in the military service of the United States, 1918.	250.00
“Awarded to a student who, in the judgment of the Headmaster, combines the qualities of sound character and high ambition.”	
SOCIETY OF INQUIRY (1934)	400.00
“Two awards of \$200 each, to two deserving students, nominated by the Headmaster, who have attended Phillips Academy for at least one year.”	
ALAN FOX (1942). Joseph C. Fox of the class of 1934 in memory of his father, the late Alan Fox of the class of 1899.	1,200.00
“To be awarded annually in the sum of twelve hundred dollars to a student preparing for Yale University who is in need of financial aid and who, in the opinion of the Headmaster, combines those qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make him an outstanding person in the eyes of the Faculty and students of Phillips Academy, like the man in whose memory this scholarship is given.”	
CATLIN (1944). Established by the late George H. Catlin of the class of 1863.	500.00
“Net income awarded annually, regardless of need,	

to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. Tenable during the Senior year at Phillips Academy."

PHILLIPS ACADEMY

AWARD OF PRIZES AND SPECIAL SCHOLARSHIPS
1946-1947

ENGLISH

DRAPER PRIZES

1. Fred Adelman, Lawrence
2. Larry Dwight Lewis, Longmeadow

MEANS PRIZES

1. Donald Laurence Morton Blackmer, Andover
2. Roland Frank Wille, New Rochelle, New York
3. Richard Woodward Hulbert, West Somerville

ROBINSON PRIZES

1. Richard Logan Becker, Dayton, Ohio
2. Jerome Kenneth Freedman, New Haven, Connecticut
3. John Sylvester, Jr., Conway

SCHWEPPE PRIZES

1. Donald Laurence Morton Blackmer, Andover
2. Charles Graydon Poore, 3d, New York City

GOODHUE PRIZES

1. Roger Dawson Milkman, Scranton, Pennsylvania
2. Peter Hoyos Ten Eyck, Flemington, New Jersey

CHARLES C. CLOUGH PRIZE

Roland Frank Wille, New Rochelle, New York

STEPHEN S. LANGLEY PRIZE

Stuart Quentin Flerlage, Jr., Cincinnati, Ohio

PHILLIPS ACADEMY

ARTHUR W. LEONARD PRIZES

1. Paul Richard Wells Boeth, Jackson Heights, New York
2. Lee Hyam Kozol, Brookline
3. Frederick Hunter Burrell, Bedford Hills, New York

CARR PRIZES

1. Edmund Braxton Thornton, Ottawa, Illinois
2. Ralph Blum, Jr., Beverly Hills, California
3. David Quinlan Reed, Kansas City, Missouri
4. Jerome Louis Karst, New York City

CHARLES SNOW BURNS PRIZES

Senior: Frederic Wagner Stark, 2d, Nantucket

Upper Middle: Charles Graydon Poore, 3d, New York City

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

1. Stephen Preston Clement, Jr., Sarasota, Florida
2. Merrill Orne Young, Manchester, New Hampshire
3. Craig Balcombe Brush, New York City

WILLIAM N. WEIR PRIZE

Merrill Orne Young, Manchester, New Hampshire

DOVE PRIZES

1. Jerrold Bayard Lanes, Waban
2. Dan Stuart Tucker, Cleveland, Ohio
3. Richard Stewart Coulson, New York City

DEPARTMENT OF LATIN PRIZES

Latin 2: Bruce Ferris Banta, Hackensack, New Jersey

Latin 3: Bourne Pope Dempsey, Cleveland, Ohio

PHILLIPS ACADEMY

REVEREND ALFRED JOHNSON PRIZE

Craig Balcombe Brush, New York City

VALPEY CLASSICAL PRIZE

Latin: John Bruce Forbes, Minneapolis, Minnesota

Greek: Donald Kenzie Cameron, Jr., Andover

ALLEN ROGERS BENNER PRIZE

William Charles Rhangos, Lowell

GERMAN

ROBERT STEVENSON PRIZE

Richard Woodward Hulbert, West Somerville

CARL SCHURZ PRIZE

Elmer Russell Harris, Andover

FRENCH

FREDERIC HOLKINS TAYLOR PRIZES

1. Miles Irwin Levine, New York City
2. Anthony Martin Schulte, New York City

FRENCH DEPARTMENT PRIZES

1. George Edward Duvoisin, Clearwater Beach, Florida
2. Guillermo Enrique Gonzalez, Jr., San Juan, Puerto Rico

FRENCH GOVERNMENT PRIZES

1. Robert Shaw Oliver Harding, Rumson, New Jersey
2. Kenneth Joseph Ganem, Haverhill

SPANISH

THE HAYDEN PRIZE

Ferdinand Iglehart Collins, Jr., Bound Brook, New Jersey

HISTORY

THE GEORGE LAUDER PRIZES

1. Frederick Scheetz Jones, 2d, Larchmont, New York
2. Charles Adams Coon, Boston

THE LLOYD W. SMITH PRIZE

Roland Frank Wille, New Rochelle, New York

THE CHARLES ELLIOTT PERKINS PRIZE

Richard Woodward Hulbert, West Somerville

THE HAYMOND PRIZES

1. Richard Woodward Hulbert, West Somerville
2. John West Addison, Jr., Washington, D. C.
3. Craig Balcombe Brush, New York City

MATHEMATICS

THE CONVERS PRIZES

1. Raymond Quintus Anderson, Bemus Point, New York
2. Richard Allen Norton, Wellesley Hills

THE GEORGE T. EATON PRIZE

George Wood Beatty, Grosse Pointe Farms, Michigan

THE MCCURDY PRIZES

1. Nathaniel Phillips Carleton, Arlington, Virginia
2. George Robert Henderson, Ballardvale

PHILLIPS ACADEMY

THE EDWARD BAILEY PRIZE

Clement Alexander Flagler Hastie, Takoma Park, Maryland

THE RENSSELAER MEDAL

Nathaniel Phillips Carleton, Arlington, Virginia

SCIENCE

THE WILLIAM S. WADSWORTH PRIZE

1. Roderic Charles Lancey, Gardner
2. Robert Lewis Whitney, Griffith, Canberra, Australia

THE DALTON PRIZE

Nathaniel Phillips Carleton, Arlington, Virginia

THE OTHNIEL C. MARSH PRIZE

John Ward Kimball, Andover

THE JAMES C. GRAHAM PRIZE

Reeves Welch Hart, Jr., Stamford, Connecticut

ART

THE MORSE PRIZE

John Howland Grinnell, Vancouver, British Columbia

THE THOMPSON PRIZE

Edward Joseph Ottenheimer, Jr., Windham, Connecticut

ADDISON GALLERY ASSOCIATES PRIZE

Alexander Buel Trowbridge, 3d, New York City

THE JOHN ESTHER GALLERY PRIZE

John Mark Rudkin, Norwalk, Connecticut

MUSIC

THE CHARLES CUTTER PRIZE

James Douglas Wood, Newtonville

THE FRANK VAN DER STUCKEN PRIZE

1. Robert James McCoubrie, Jr., Andover
2. John Crafts Lincoln, Montpelier, Vermont

THE MUSICAL COMPOSITION PRIZE

Donald Cory Harshman, Englewood, New Jersey

THE MILTON COLLIER MEMORIAL PRIZE

John Bruce Forbes, Minneapolis, Minnesota

PIANO PRIZE

Donald Cory Harshman, Englewood, New Jersey

THE EDWARD PITKIN POYNTER PRIZE

Divided between:

Nathaniel Phillips Carleton, Arlington, Virginia

Roland Frank Wille, New Rochelle, New York

THE AINSWORTH B. JONES PRIZE

Rodman Dunbar Rhodes, Des Moines, Iowa

OTHER PRIZES AND SPECIAL SCHOLARSHIPS

THE NEW ENGLAND FEDERATION OF HARVARD CLUBS PRIZE

Richard Logan Becker, Dayton, Ohio

THE PHILOSOPHY PRIZE

William Evans Davis, Denver, Colorado

PHILLIPS ACADEMY

THE PHILLIPIAN PRIZE

William Stevens Lovekin, Tucson, Arizona

THE CECIL K. BANCROFT PRIZE

Alan Stanford Calnan, Duluth, Minnesota

THE JOHN ADAMS KINGSBURY, JR. PRIZE

William Evans Davis, Denver, Colorado

BUTLER-THWING PRIZE

Caleb Randall Woodhouse, Flushing, New York

AURELIAN HONOR SOCIETY PRIZE

Reeves Welch Hart, Jr., Stamford, Connecticut

THE YALE BOWL

William Walter Rosenau, New York City

THE IMPROVEMENT PRIZE

Richard Woodward Hulbert, West Somerville

THE FULLER PRIZE

Donald Laurence Morton Blackmer, Andover

THE HEADMASTER'S PRIZE

Michael Suisman, West Hartford, Connecticut

THE FACULTY PRIZE

Roland Frank Wille, New Rochelle, New York

THE BIERER PRIZE

Reeves Welch Hart, Jr., Stamford, Connecticut

THE COMMONS PRIZE

Bernard Louis Varney, New York City

THE PAUL REVERE PRIZES IN PRINTING

1. William Evans Davis, Denver, Colorado
2. Stephen Cornell Bogan, Hamden, Connecticut
3. Joseph Russell Barrett, Jr., Chappaqua, New York

THE SULLIVAN PRIZES

Senior: Giles Constable, Cambridge
 Upper Middler: Nathaniel Phillips Carleton, Arlington, Virginia
 Lower Middler: Charles Graydon Poore, 3d, New York City
 Junior: Paul Adrian Brodeur, Jr., Arlington Heights

THE JOHN P. HOPKINS PRIZE

Divided among:

James Stanley Bomba, Manhasset, New York
 Clark Mills Brink, Falls Church, Virginia
 Donald Kenzie Cameron, Jr., Andover
 Richard Cunningham Cheney, Hamden, Connecticut
 Paul Bancroft Clifford, Weston
 Daniel Paul Dacey, Jr., Haverhill
 James Dana Eastham, Andover
 Richard Baldwin Fielding, Winthrop
 George Robert Henderson, Ballardvale
 Richard David Lindsay, Andover
 Milman Hart Linn, 3d, Zanesville, Ohio
 Richard Gregg Neville, New York City
 Giovi Perez, Springfield
 Berthold Putman, New Bedford
 Sigurd Carl Sandzen, Jr., Mamaroneck, New York
 Benjamin Franklin Schemmer, New York City
 Winfield Michael Sides, Jr., Andover
 David Paul Urnes, Michigan City, Indiana
 Edwin Snell Weaver, Andover
 Roland Frank Wille, New Rochelle, New York

PHILLIPS ACADEMY

THE LORD PRIZE

John Ludwig Mosle, Jr., Galveston, Texas

THE RICHARD JEWETT SCHWEPPE PRIZE

Stephen Van Rensselaer Goodhue, Hewlett, New York

THE HARVARD ANDOVER SCHOLARSHIP

Raymond Francis Norton, Beverly

THE ANDOVER-HARVARD SCHOLARSHIP

Robert David Mehlman, New York City

THE SMITH LEWIS MULTER, JR., MEMORIAL SCHOLARSHIP

Ross Albin Kipka, Cleveland Heights, Ohio

THE CHARLES C. CLOUGH MEMORIAL SCHOLARSHIP

John Henry Smith, Beverly

THE WILLIAM THOMPSON REED SCHOLARSHIP

Floyd Leroy Downs, Jr., North Reading

THE ROBERT HENRY COLEMAN MEMORIAL SCHOLARSHIP

James Rose Carter, Jr., Andover

THE GEORGE WEBSTER OTIS SCHOLARSHIP

Elmer Russell Harris, Andover

THE GEORGE XAVIER MC LANAHAN MEMORIAL FUND

Paul Le Noir Nash, Poughkeepsie, New York

THE GORDON FERGUSON ALLEN MEMORIAL SCHOLARSHIP

William Cording Missimer, Jr., Philadelphia, Pennsylvania

PHILLIPS ACADEMY

THE REVEREND WILLIAM HENRY AND ELLEN CARY HASKELL
SCHOLARSHIP

Walter Jacob Kaiser, Bellevue, Ohio

THE SCHUYLER BUSSING SERVISS MEMORIAL SCHOLARSHIP

Daniel Parker Wise, Beverly Farms

THE ALFRED HOWLETT DURSTON SCHOLARSHIP

Clement Alexander Flagler Hastie, Takoma Park, Maryland

THE SOCIETY OF INQUIRY SCHOLARSHIPS

1. Thomas Briggs Henderson, Jr., Charlotte, North Carolina
2. Rodman Dunbar Rhodes, Des Moines, Iowa

THE AUGUSTUS PORTER THOMPSON SCHOLARSHIP

John Bruce Forbes, Minneapolis, Minnesota

THE ALAN FOX SCHOLARSHIP

Karl Cadem Lemp, Dedham

THE JOHN CORNELL SCHOLARSHIP

Robert James McCoubrie, Jr., Andover

THE CHARLES W. CARL SCHOLARSHIP

Frank Wharton Bradley, La Porte, Texas

THE HERBERT E. STILWELL MEMORIAL SCHOLARSHIP

Paul Rodney McHugh, Lawrence

THE MOSES AUSTIN CARTLAND SHACKFORD SCHOLARSHIP

Paul Adrian Brodeur, Jr., Arlington Heights

THE CATLIN SCHOLARSHIP

Craig Balcombe Brush, New York City

PHILLIPS ACADEMY

SPECIAL MENTION FOR DISTINGUISHED SCHOLARSHIP DURING THE SENIOR YEAR

1946-1947

CHEMISTRY

Charles Arthur Blood	Richard Woodward Hulbert
Nathaniel Phillips Carleton	Roderic Charles Lancey
Warren Mortimer Greene	Richard Allen Norton
Claibourne Eugene Griffin, Jr.	Roland Frank Wille

ENGLISH

Alexander Lambert Blackburn	Donald Cory Harshman
Donald Laurence Morton Blackmer	Anthony Martin Schulte

GERMAN

Stephen Preston Clement, Jr.	Roland Frank Wille
Warren Mortimer Greene	

GREEK

Donald Laurence Morton Blackmer
Craig Balcombe Brush
Stephen Preston Clement, Jr.
Stuart Quentin Flerlage, Jr.

HISTORY

Richard Woodward Hulbert	Roland Frank Wille
--------------------------	--------------------

MATHEMATICS

John West Addison, Jr.	Charles Harvey Hood, 2d
William Lawrence Benfer	Richard Woodward Hulbert
Nathaniel Phillips Carleton	Robert Courtland Knowles
Stephen Preston Clement, Jr.	Joel Asher Kozol

PHILLIPS ACADEMY

William Roy Engstrom
Stuart Quentin Flerlage, Jr.
Reeves Welch Hart, Jr.
George Robert Henderson

George Muldon Kurzon, Jr.
Arthur Adams Lovekin
St. Julien Ravenel Marshall, Jr.
Walter Samuel Northup

MUSIC

Donald Cory Harshman

James Douglas Wood

PHYSICS

Craig Balcombe Brush
Joseph Masson Champlin
Richmond Gardner
George Robert Henderson
George Delano Kopperl

Roderic Charles Lancey
Miles Irwin Levine
Gilbert Elliott Matthews
Roger Dawson Milkman

SPANISH

John Arnold Tory

CUM LAUDE SOCIETY

This society aims to bestow that recognition upon high scholarship in the preparatory schools which the Phi Beta Kappa Society gives to it in the colleges. A scholastic average of 81% is required for election.

These members of the class of 1947 were elected to membership in the *Cum Laude* Society on the basis of their superior scholarship in all subjects for their Senior year.

John West Addison, Jr.	George Muldon Kurzon, Jr.
Wallace Witmer Anderson, Jr.	Roderic Charles Lancey
William Lawrence Benfer	Miles Irwin Levine
Donald Laurence Morton Blackmer	Arthur Adams Lovekin
Charles Arthur Blood	Gilbert Elliott Matthews
Warren Archibald Hoadley Brown	Roger Dawson Milkman
Craig Balcombe Brush	Warren Christie Moffett
Thomas Bartling Calhoun	James Lyon Moir
Nathaniel Phillips Carleton	Raymond Francis Norton
Stephen Preston Clement, Jr.	Richard Allen Norton
David Robert Englund, Jr.	Anthony Martin Schulte
William Waldemar Filler	William Stopford
Stuart Quentin Flerlage, Jr.	William Louis Stuckey, Jr.
Jerome Kenneth Freedman	Charles Pelot Summerall, 3d
Richmond Gardner	John Arnold Tory
Warren Mortimer Greene	Peter John Urnes
Claibourne Eugene Griffin, Jr.	Roland Frank Wille
Donald Cory Harshman	Michael David Winer
Richard Woodward Hulbert	Thomas Hunt Wyman
Douglas Francis Kaufman	Merrill Orne Young
Joel Asher Kozol	

PHILLIPS ACADEMY

SCHOLARSHIP HONORS, 1946-1947

HONORS OF THE FIRST GRADE

Awarded to those who have an average of 86 and no grade lower than 70.

SENIORS

Addison, J. W., Jr.	3 terms	Hulbert, R. W.	3 terms
Anderson, W.W., Jr.	1 term	Kurzon, G. M., Jr.	1 term
Blackmer, D. L. M.	2 terms	Lancey, Roderic C.	3 terms
Blood, C. A.	1 term	Levine, M. I.	1 term
Brown, W. A. H.	1 term	Matthews, G. E.	1 term
Brush, C. B.	3 terms	Milkman, R. D.	2 terms
Carleton, N. P.	3 terms	Norton, Richard A.	2 terms
Clement, S. P., Jr.	2 terms	Schulte, A.M.	3 terms
Flerlage, S. Q., Jr.	3 terms	Summerall, C. P., 3d	2 terms
Gardner, R.	1 term	Urnes, P. J.	3 terms
Greene, W. M.	2 terms	Wille, R. F.	3 terms
Harshman, D. C.	2 terms		

UPPER MIDDLELERS

Becker, Richard L.	2 terms	Henry, W. B.	1 term
Butler, D.	2 terms	Lemp, K. C.	3 terms
Dempsey, B. P.	1 term	Parker, N. K., Jr.	1 term
Flemming, J. Peter	1 term	Poore, C. G., 3d	2 terms
Forbes, J. B.	1 term	Selleck, C. A., Jr.	1 term

LOWER MIDDLELERS

Anderson, R. Quintus	3 terms	Levin, P. D.	1 term
Banta, B. F.	2 terms	Shaifer, C. H., 3d	3 terms
Ffrench, L. A.	3 terms	Ten Eyck, P. H.	3 terms
Hastie, C. A. F.	3 terms		

PHILLIPS ACADEMY

JUNIORS

Beatty, G. W.	3 terms	Perez, G.	1 term
Carter, J. R., Jr.	1 term	Riker, R. J.	1 term
Cohen, H. R.	1 term	Weaver, E. S.	3 terms
Gordon, T. P.	1 term		

HONORS OF THE SECOND GRADE

Awarded to those who have an average of 81 and no grade lower than 65.

SENIORS

Anderson, W. W., Jr.	2 terms	Lovekin, W. S.	1 term
Benfer, W. L.	2 terms	Marshall, St. J. R., Jr.	1 term
Blackmer, D. L. M.	1 term	Mason, R. C.	1 term
Blood, C. A.	2 terms	Matthews, G. E.	1 term
Brown, W. A. H.	2 terms	Milkman, R. D.	1 term
Calhoun, T. B.	3 terms	Moffett, W. C.	3 terms
Champlin, J. M.	1 term	Moir, J. L.	2 terms
Clement, S. P., Jr.	1 term	Mosle, J. L., Jr.	2 terms
Cowley, J. E.	1 term	Nathan, D. G.	2 terms
Crowe, A. S., Jr.	1 term	Norton, Raymond F.	2 terms
Ehrlich, M. G.	2 terms	Norton, Richard A.	1 term
Filler, W. W.	3 terms	Rudkin, J. M.	1 term
Freedman, J. K.	2 terms	Stopford, W.	3 terms
Gardner, R.	2 terms	Stuckey, W. L., Jr.	3 terms
Greene, W. M.	1 term	Suisman, M.	2 terms
Griffin, C. E., Jr.	2 terms	Summerall, C. P., 3d	1 term
Harshman, D. C.	1 term	Tory, J. A.	3 terms
Hart, R. W., Jr.	1 term	Varney, B. L.	1 term
Henderson, G. R.	3 terms	Winer, M. D.	3 terms
Kaufman, D. F.	2 terms	Woodbury, J. C.	1 term
Kozol, J. A.	1 term	Wyman, T. H.	1 term

PHILLIPS ACADEMY

Kurzon, G. M., Jr.	1 term	Yost, E. DuR.	1 term
Levine, M. I.	2 terms	Young, M. O.	2 terms
Lovekin, A. A.	3 terms		

UPPER MIDDLEBURY

Altrocchi, P. H.	2 terms	Jaffer, J. H., Jr.	1 term
Armer, A. DeP.	3 terms	Kipka, R. A.	3 terms
Bomba, J. S.	3 terms	Lanes, J. B.	3 terms
Bradley, F. W.	3 terms	McHugh, P. R.	1 term
Brewster, D. H.	3 terms	Mehlman, R. D.	2 terms
Burke, R. M., Jr.	1 term	Missimer, W. C., Jr.	2 terms
Butler, D.	1 term	Nicholson, A. J.	2 terms
Contas, A. P. G.	2 terms	Parker, N. K., Jr.	1 term
Coon, C. A.	2 terms	Poore, C. G. 3d	1 term
Dempsey, B. P.	2 terms	Rubin, R. H.	1 term
Diefenbach, R. E.	1 term	Schoeller, A. L.	1 term
Dollar, J. P.	3 terms	Selleck, C. A., Jr.	2 terms
Downs, F. L., Jr.	3 terms	Sylvester, J., Jr.	1 term
Flemming, J. Peter	2 terms	Treuhold, C. R.	2 terms
Forbes, J. B.	2 terms	Tucker, D. S.	1 term
Henderson, T. B., Jr.	3 terms	Wetherbee, P. G.	3 terms
Henry, W. B.	2 terms	Wilkes, D. R.	1 term
Ingraham, B. L.	1 term	Wise, D. P.	1 term

LOWER MIDDLEBURY

Ball, G. A., 2d	1 term	Kaiser, W. J.	1 term
Banta, B. F.	1 term	Levin, P. D.	1 term
Brodeur, P. A., Jr.	3 terms	Linn, M. H., 3d	3 terms
Duvoisin, G. E.	3 terms	Nash, P. LeN.	2 terms
Ernst, R. H.	1 term	Phelps, B. C.	1 term
Gould, E. B., 3d	1 term	Stonehill, A. I.	2 terms
Husted, D. M.	1 term		

JUNIORS

Aiello, L. M.	1 term	Kozol, L. H.	1 term
Burrell, F. H.	1 term	Linehan, D. C.	1 term
Carter, J. R., Jr.	2 terms	Martin, K. A.	1 term
Chapin, E. W.	3 terms	Mulvey, D. J.	2 terms
Cohen, H. R.	1 term	Perez, G.	1 term
Duffy, J. H.	1 term	Riker, R. J.	2 terms
Gerney, M. B.	1 term	Schrager, M.	1 term
Gonzalez, G. E., Jr.	1 term	Wentworth, E.	2 terms
Gordon, T. P.	2 terms	Witherwax, W. S., Jr.	1 term
Keefe, T. J., Jr.	1 term	Woodhouse, C. R.	1 term
Keyes, E. W., 2d	1 term	Yost, D. DuR.	2 terms
Kidd, A. D.	1 term		

PHILLIPS ACADEMY

COLLEGES ADMITTING MEMBERS OF THE CLASS OF 1947

Amherst	6	Syracuse	1
Boston University	2	Tufts	2
Bowdoin	2	United States Coast Guard	
Brown	16	Academy	1
Claremont	1	University of Arizona	4
Colby	1	University of British Columbia	1
Colgate	1	University of California (at	
Columbia	1	Berkeley)	1
Dartmouth	7	University of California (at	
Duke	3	Los Angeles)	1
Florida Southern	1	University of Copenhagen	1
Franklin and Marshall	1	University of Massachusetts (at	
Georgetown	3	Devens)	1
Georgia Institute of Technology	2	University of Michigan	1
Hamilton	1	University of Missouri	1
Harvard	40	University of Pennsylvania	1
Haverford	1	University of Rochester	1
Macalester	1	University of Toronto	2
Massachusetts Institute of		United States Naval Academy	1
Technology	7	Villanova	1
Middlebury	1	Virginia Military Institute	1
Northwestern	3	William and Mary	1
Berlin	8	Williams	8
Princeton	24	Worcester Polytechnic Institute	1
Rhode Island State	1	Yale	61
Springfield College	1		—
Stanford	6		234

STUDENTS 1947 - 1948

STUDENT COUNCIL

Seniors

Sheward Hagerty
Karl Caden Lemp
Larry Dwight Lewis
Roger Duncan McLean
John Talbot Ordeman
Arne Landmark Schoeller
Mose Smith, 3d

Upper Middlers

Raymond Quintus Anderson
Edwin Stripling Ryan
Edwin Gehring Smith

Lower Middlers

George Wood Beatty
Richard Suisman

SENIORS

(The men whose names are marked with an asterisk served in the United States armed forces during World War II.)

*Alexander, Ray Carter	<i>Portland, Ore.</i>
Altrocchi, Paul Hemenway	<i>Berkeley, Calif.</i>
Armer, Anthony DePinna	<i>New York, N. Y.</i>
Aronson, Philip Stanley	<i>Newton</i>
Baldwin, Robert Ashworth	<i>Andover</i>
Baldwin, Robert Hamilton	<i>Chestnut Hill</i>
Barnes, Frederick Daniell	<i>Franklin, N. H.</i>
*Barnhart, Russell Tewksbury	<i>Evanston, Ill.</i>
Becker, Richard Logan	<i>Dayton, Ohio</i>
Beede, Robert Jenks, Jr.	<i>Rehoboth</i>
Benson, Gilbert Thomas	<i>Portland, Ore.</i>
Benson, Harold Raymond, Jr.	<i>Wollaston</i>

Berkstresser, Gordon Abbott, 3d	<i>Roanoke Rapids, N. C.</i>
Bernardin, George Rene	<i>Andover</i>
Berry, Henry Newhall, 3d	<i>Swampscott</i>
Biederman, Edwin Williams, Jr.	<i>New York, N. Y.</i>
Bingham, George Holman	<i>Portland, Ore.</i>
Bishop, Robert Roberts, Jr.	<i>Brownsville, Vt.</i>
Bloom, John Carlton	<i>Weston</i>
*Boddie, Thurman Maurice	<i>Rochester, N. Y.</i>
Bomba, James Stanley	<i>Manhasset, L. I., N. Y.</i>
Brace, Robert DeWitt	<i>Dover</i>
Bradley, Frank Wharton	<i>LaPorte, Texas</i>
Bradley, William Cloutier	<i>Lawrence</i>
Brawner, Robert Lowry	<i>San Mateo, Calif.</i>
Breed, William Johnson, Jr.	<i>Marblehead</i>
Brenner, Robert Albert	<i>Buffalo, N. Y.</i>
Bress, Allyn	<i>Portsmouth, Va.</i>
Bristol, Ralph Buffum, Jr.	<i>Laconia, N. H.</i>
Brown, Harvey Templeton, Jr.	<i>Winnetka, Ill.</i>
Brumbaugh, Robert Books	<i>Altoona, Pa.</i>
Buchanan, Harvey Terry	<i>Lima, Ohio</i>
Buckner, Philip Franklin	<i>Northboro</i>
Bulger, Joseph Arthur, Jr.	<i>Washington, D. C.</i>
Burke, Roger Middleton, Jr.	<i>Cambridge</i>
Butler, David	<i>St. Paul, Minn.</i>
Byrne, Joseph William, Jr.	<i>Andover</i>
Byrne, Ruckman Grier	<i>Pasadena, Calif.</i>
Callahan, Paul Anthony	<i>East Douglas</i>
Cameron, Donald Kenzie, Jr.	<i>Andover</i>
Camp, John Ringgold	<i>Newton</i>
Campbell, Glendon Martin, Jr.	<i>Manhasset, L. I., N. Y.</i>
Carl, Charles Wingard, Jr.	<i>Mt. Vernon, N. Y.</i>
Carmichael, James Hedge, Jr.	<i>Jackson, Mich.</i>
Carroll, James Joseph, Jr.	<i>Old Lyme, Conn.</i>
Chadbourne, Joseph Humphrey Jr.	<i>Hampton, Conn.</i>
Chakkaphak, Piya	<i>Bangkok, Siam</i>
Cheney, Richard Cunningham	<i>Hamden, Conn.</i>
Coates, Winslow Shelby, Jr.	<i>Bayville, L. I., N. Y.</i>
Coleman, Roger Jackson	<i>Manchester, N. H.</i>
Connick, Andrew Jackson	<i>New York, N. Y.</i>
Contas, Arthur Peter G.	<i>Chestnut Hill</i>

Conway, Richard Ellis	<i>Salem</i>
Coon, Charles Adams	<i>Boston</i>
Cornell, Paul Lincoln, Jr.	<i>Washington, Conn.</i>
Coulson, Richard Stewart	<i>New York, N. Y.</i>
Crawford, Douglas Jay	<i>Orono, Maine</i>
Curry, Henry Edward	<i>Andover</i>
Danziger, Peter Moore, Jr.	<i>Greenwich, Conn.</i>
Davidson, Harry Hyatt	<i>West Hartford, Conn.</i>
Davis, John Alsop King	<i>Tuxedo Park, N. Y.</i>
Dea, Robert Look	<i>Andover</i>
Dearborn, David Bailey, 2d	<i>Bath, Maine</i>
Dempsey, Bourne Pope	<i>Cleveland, Ohio</i>
Denney, Robert James	<i>Gardner</i>
Dharamsey, Hoosain Mohamed-Jaffer	<i>Bombay, India</i>
Dickson, Paul Abbott	<i>Bridgeport, Conn.</i>
Diefenbach, Robert Elmer	<i>Rye, N. Y.</i>
Dollar, John Paul	<i>Topeka, Kan.</i>
Downs, Floyd Leroy, Jr.	<i>North Reading</i>
*Drvaric, Francis Leo	<i>Milwaukee, Wis.</i>
Dudley, Thomas Minot, Jr.	<i>Concord, N. H.</i>
Dunlap, Harry Mac, Jr.	<i>Darien, Conn.</i>
Dyke, Freeman Huntington, Jr.	<i>Steubenville, Ohio</i>
Eanet, Lawrence Joseph	<i>Washington, D. C.</i>
Efinger, Frank William, Jr.	<i>New York, N. Y.</i>
Ehrnberg, Jan	<i>Simrishamn, Sweden</i>
Elias, Clifford Edward	<i>Lawrence</i>
Engstrom, William Roy	<i>Newtonville</i>
Esty, Edward Greene	<i>Pawtucket, R. I.</i>
Fenn, William Henry	<i>Mt. Cuba, Del.</i>
Ffrench, Leopoldo Andrés	<i>Mexico City, Mexico</i>
Fine, John Burchard	<i>Southborough</i>
Fleming, John Marley	<i>Lawrence</i>
Fleming, Leslie Hugh	<i>Yauco, Puerto Rico</i>
Flemming, Joseph Peter	<i>Pelham Manor, N. Y.</i>
Flynn, Harry Francis	<i>Edgartown</i>
Forbes, John Bruce	<i>Minneapolis, Minn.</i>
Foster, Glen Seward, 2d	<i>New York, N. Y.</i>
Freeman, William Goodell, Jr.	<i>Greenwich, Conn.</i>
*Fusco, Anthony John	<i>Lawrence</i>
Gaffney, Bernard Downes	<i>New Britain, Conn.</i>
Gander, Roderick MacLean	<i>Wilton, Conn.</i>

Ganem, Kenneth Joseph
 Garland, Daniel Harper
 Gerhard, Frederick Bruce, Jr.
 Geyman, John Payne
 Graff, Austin Brandt
 Griffin, Robert Louis
 Haenschen, Richard
 Hagerty, Sheward
 Hall, Lyle Gillis, Jr.
 Hardenbergh, Mark Henry
 Harding, Robert Shaw Oliver
 Hastings, Francis Murray
 Hayes, Philip Schuyler
 Henderson, Norman Miner
 Henderson, Thomas Briggs, Jr.
 Henry, William Burton
 Heyl, Andrew McIntosh
 Hill, George Wilbur, Jr.
 Hill, Josiah French
 Hodges, John Suffern
 Horne, Fred Morton
 Horne, Walter Sidney, Jr.
 House, Theodore Grant
 Hudgens, Richard Watts
 Hudson, Edward Francis, 3d
 Hunt, Roger Browne
 Hurwitz, Robert Michael
 Ingraham, Barton Lee
 Ireland, Andrew Poysell
 Jaffer, Joseph Henry, Jr.
 Johnstone, Jeremy Thurston
 Jones, Frederick Scheetz, 2d
 Kafoglis, Nicholas Zacharias
 Kaplan, Herbert Eliot
 Keeley, Arthur James
 Keener, Joseph Fackler, Jr.
 Kimball, Charles Edmunds, 3d
 Kimball, Richard Ayer
 Kipka, Ross Albin
 Knafel, Sidney R.

Haverhill
Baton Rouge, La.
Summit, N. J.
Santa Barbara, Calif.
Harrisburg, Pa.
Lexington
Norwalk, Conn.
New York, N. Y.
Ridgway, Pa.
Bronxville, N. Y.
Rumson, N. J.
Beverly Farms
Portland, Ore.
Montclair, N. J.
Charlotte, N. C.
Baltimore, Md.
Hamilton
St. James, Md.
Hanover, N. H.
Wellesley
Wheeling, W. Va.
East Williston, L. I., N. Y.
Payson, Ill.
Chevy Chase, Md.
Pelham Manor, N. Y.
Riverside, Conn.
Brookline
Packanack Lake, N. J.
Cincinnati, Ohio
Stamford, Conn.
Santa Barbara, Calif.
Larchmont, N. Y.
Lexington, Ky.
Newton Center
Fairfield, Conn.
Margate, N. J.
Greenwich, Conn.
Swampscott
Cleveland Heights, Ohio
Mt. Vernon, N. Y.

Kohler, Conrad Dings
 Koop, Robert Sievers
 Lanes, Jerrold Bayard
 Lasser, John Owen
 Leavitt, Robert Rodney
 Lebet, David Pierre
 Lee, Burton James, 3d
 Lemp, Karl Cadem
 Lewis, Larry Dwight
 Lindsay, Richard David
 Lunt, Gibson
 Lynch, Donald Francis
 *Lynch, John Dee
 Lynch, Jonathan David
 McCoubrie, Robert James, Jr.
 McDonald, John Manderson, 3d
 McHugh, Paul Rodney
 McKay, Hugh Deane, Jr.
 McLean, Roger Duncan
 Martineau, James Philip
 Maslin, Charles Walter
 Mason, James Larrence
 Mason, Richard Gordon
 Meader, John Wiswell, Jr.
 Meek, Dudley Holmes, Jr.
 Mehlman, Robert David
 Merchant, William Seery
 Meyer, Malcolm Holt
 Miller, Paul Hotchkiss
 Miner, William Whalley
 Missimer, William Cording, Jr.
 Mitchell, Samuel Leslie, Jr.
 *Monroe, Rolland Graeme
 Monsky, John Bertrand
 Mooney, Michael Macdonald
 Munroe, John Vinton, Jr.
 Myrick, Prentiss Allen
 Nettleton, Donald Edward, Jr.
 Nicholson, Alfred John
 Nilsson, John Dexter

Kohler, Wis.
Norfolk, Conn.
Waban
Maplewood, N. J.
Durham, N. H.
Haverhill
Roslyn, L. I., N. Y.
Chicago, Ill.
Longmeadow
Andover
Rochester, N. Y.
Seattle, Wash.
Concord
Lawrence
Andover
Dubuque, Iowa
Lawrence
New York, N. Y.
Wilton, N. H.
Oconto, Wis.
Port Chester, N. Y.
El Paso, Texas
Woonsocket, R. I.
New York, N. Y.
Riverside, Conn.
New York, N. Y.
Andover
Springville, N. Y.
Meriden, Conn.
New London, Conn.
Philadelphia, Pa.
Flushing, L. I., N. Y.
Worcester
Montgomery, Ala.
Oyster Bay, L. I., N. Y.
Cambridge
West Medford
Mt. Carmel, Conn.
Lawrence
Michigan City, Ind.

PHILLIPS ACADEMY

O'Connor, Edward Leary
 Ordeman, John Talbot
 O'Reilly, Frank Arthur
 *O'Shea, Samuel Omer
 Page, William Herbert, 2d
 Paly, Jean
 *Parker, Francis Ballard
 Parker, James Erwin, Jr.
 Parker, Nathan Kuhns, Jr.
 Parrish, Thomas Kirkpatrick, 3d
 Parsons, Donald Holcombe
 Parsons, Thomas Sturges
 Paulson, David Carl
 Pinkham, Christopher Choate
 Polk, Louis Frederick, Jr.
 Ponte, Joseph Perry, 3d
 Poore, Charles Graydon, 3d
 Powell, Philip Noble
 Putman, Berthold
 Quinn, John William, Jr.
 Reach, Charles Harrison
 Redman, John Warren
 Reese, William Jackson
 Reis, Richard Herbert
 Reynolds, John Chandler, 3d
 Richardson, Robert William, Jr.
 Rivers, Alonzo Burrell, Jr.
 Ross, Richard Morrow, Jr.
 Rubin, Richard Hershel
 Rutan, Frank Elmer, 3d
 Sager, Georges André
 Saltsman, Charles Marsdon, Jr.
 Sapuppo, Michael Salvatore
 Saunders, Preston Howard
 Schaffer, John Armes
 Schoeller, Arne Landmark
 Schreyer, George Sumter
 Schuldt, Robert Reiss, Jr.
 Schwartz, Alan Gifford
 Seffens, William Edward

Andover
Westport, Conn.
Lawrence
Wilton, N. H.
Madison, Wis.
Caen, France
Concord
Fort Edward, N. Y.
Pittsburgh, Pa.
New York, N. Y.
Devon, Pa.
Ridgewood, N. J.
Groton
Lynn
Dayton, Ohio
New Bedford
New York, N. Y.
Baltimore, Md.
New Bedford
Belmont
Summit, N. J.
Billerica
Tulsa, Okla.
Ridgewood, N. J.
Dallas, Texas
Swarthmore, Pa.
Anderson, S. C.
New Rochelle, N. Y.
Brookline
Ardmore, Pa.
Metz, France
Skaneateles, N. Y.
Lawrence
Providence, R. I.
Montclair, N. J.
Riverside, Conn.
Princeton, N. J.
Pittsburgh, Pa.
Chicago, Ill.
Memphis, Tenn.

Segal, Robert Bassen	<i>Lawrence</i>
Selleck, Clyde Andrew, Jr.	<i>Alexandria, Va.</i>
Sharp, Donald Eugene	<i>Chicago, Ill.</i>
Shepard, Daniel Lawrence	<i>New Britain, Conn.</i>
Siragusa, Ross David, Jr.	<i>Barrington, Ill.</i>
*Smith, Charles Waldo	<i>Lincoln</i>
Smith, John Henry	<i>Beverly</i>
Smith, Mose, 3d	<i>Fort Smith, Ark.</i>
Smith, Wilbur John, Jr.	<i>Englewood, N. J.</i>
Sommaripa, Amory Mstislav	<i>Boyce, Va.</i>
Steadman, John Montague	<i>Honolulu, T. H.</i>
Stockwell, James Irving	<i>Hamilton</i>
Stoll, Robert Paul	<i>New Milford, Conn.</i>
Stone, David Blakeley	<i>Cortland, N. Y.</i>
Stone, Hugh David	<i>Brockton</i>
Stone, Milton Edward, Jr.	<i>Waban</i>
Stookey, Lyman Brumbaugh	<i>New York, N. Y.</i>
Sylvester, John, Jr.	<i>Newport, R. I.</i>
Tedesco, Paul Herbert	<i>Newton</i>
Thompson, Frederic Christianson	<i>Chicago, Ill.</i>
Tichnor, Richard Boynton	<i>Newton Center</i>
Tomei, Manuel Fernández	<i>Santurce, Puerto Rico</i>
Treuholt, Charles Richard	<i>Bay Shore, L. I., N. Y.</i>
Tucker, Dan Stuart	<i>Cleveland, Ohio</i>
Turner, John Bennett, Jr.	<i>Norwich, N. Y.</i>
Ventre, Robert Mario	<i>Lawrence</i>
von Wening, Anthony Frederick	<i>Milwaukee, Wis.</i>
Warner, Alden Young, Jr.	<i>Farmington, Conn.</i>
Watkins, Benjamin Utter	<i>Winnetka, Ill.</i>
Watts, John Peter Barry Condliffe	<i>Croyden, Surrey, England</i>
Weaver, Andrew Dudley	<i>Andover</i>
Weeks, Christopher	<i>Scituate</i>
Wellman, Bradford Sargent	<i>Topsfield</i>
West, Allen Crawford	<i>Maplewood, N. J.</i>
Wetherbee, Paul George	<i>Braintree</i>
*White, Kenneth Knox	<i>Brooklyn, N. Y.</i>
White, Richard Booth	<i>Larchmont, N. Y.</i>
Whitney, Robert Lewis	<i>Takoma Park, Md.</i>
Wilkes, Daniel Richard	<i>New York, N. Y.</i>
Willard, James Essex Fisk	<i>Washington, D. C.</i>

PHILLIPS ACADEMY

Williams, Lawrence Evans
Winchester, Gordon
Winton, John Norton, Jr.
Wise, Daniel Parker
Wood, James Perry, 3d
Yager, Robert Louis

Scranton, Pa.
New York, N. Y.
San Marino, Calif.
Beverly Farms
Wheeling, W. Va.
Englewood, N. J.

Seniors—259

UPPER MIDDLEERS

Adams, Arthur Ware
Alyea, Ethan Davidson, Jr.
Ames, Peter Lesley
Anderson, Raymond Quintus
Ayars, James Sterling, Jr.
Baker, Wilder DuPuy, Jr.
Ball, George Alexander, 2d
Banta, Bruce Ferris
Bass, Walter Jason
Batal, Michael Joseph, Jr.
Bates, Bruce Banker
Beatty, Henry McIntosh, Jr.
Besso, Marc Joseph
Blackwell, Harry Lucien, Jr.
Blank, Henry Millet, Jr.
Brayton, Robert Gifford
Brink, Clark Mills
Brodeur, Paul Adrian, Jr.
Broussard, Robert William
Brown, David Henry
Brown, James
Brown, Robert Alexander, 3d
Brumbaugh, Roy Bruce
Bullard, Gardner Whitman, Jr.
Bullen, Dana Ripley, 2d
Burford, William B., Jr.
Byler, William Stedman
Caliendo, Ernest Anthony, Jr.
Carrier, Willis Haviland, 2d
Cartmell, James Robert

Denver, Colo.
Montclair, N. J.
Cambridge
Bemus Point, N. Y.
Urbana, Ill.
Norfolk, Va.
Muncie, Ind.
Hackensack, N. J.
North Haven, Conn.
Lawrence
Port Nelson, Ontario, Canada
Cleveland, Ohio
Cairo, Egypt
Cherry Point, N. C.
Short Hills, N. J.
Fall River
Falls Church, Va.
Arlington Heights
Chevy Chase, Md.
Tenafly, N. J.
St. Louis, Mo.
St. Joseph, Mo.
Altoona, Pa.
Brookline
Andover
Methuen
Chicago, Ill.
Mexico, Maine
Winchester
Middlebury, Vt.

Chakkaphak, Prabhas	<i>Bangkok, Siam</i>
Chandgie, Robert Stanford	<i>Greensboro, N. C.</i>
Chandler, Stephen Van Deventer	<i>Hackensack, N. J.</i>
Chase, Allen Keep	<i>Deerfield</i>
Chase, Derwood Sumner, Jr.	<i>Charlottesville, Va.</i>
Chittick, John Morgan	<i>Waban</i>
Clemson, Daniel Buckey	<i>Baltimore, Md.</i>
Cleveland, Paul Matthews	<i>New York, N. Y.</i>
Clifford, Paul Bancroft	<i>Weston</i>
Cohen, Harvey Robert	<i>Swampscott</i>
Collins, Ferdinand Iglehart, Jr.	<i>Bound Brook, N. J.</i>
Collins, Morton Brokaw	<i>Bound Brook, N. J.</i>
Conover, Lawrence	<i>Mamaroneck, N. Y.</i>
Cookson, David Upjohn	<i>Kalamazoo, Mich.</i>
Creelman, Roger Davis	<i>Winchester</i>
Cross, John Walter, 3d	<i>Roslyn, L. I., N. Y.</i>
Dakin, Roger Bryant	<i>Pasadena, Calif.</i>
Davidson, John Leon	<i>Andover</i>
Dawson, Alvin Wilbur, Jr.	<i>Manhasset, L. I., N. Y.</i>
Deal, Ralph MacGill	<i>Charlotte, N. C.</i>
Dolan, Larry Joseph	<i>Santurce, Puerto Rico</i>
Doran, Arthur Clement, Jr.	<i>Wellesley Hills</i>
Dorsey, Peter Collins	<i>New London, Conn.</i>
Dudley, Richard Hamilton	<i>Concord, N. H.</i>
Dunham, Atwood Packard, Jr.	<i>Wellesley Hills</i>
Duvoisin, George Edward	<i>Clearwater Beach, Fla.</i>
Eastham, James Dana	<i>Andover</i>
Emmert, Julius William	<i>Lawrence</i>
Ernst, Richard Holt	<i>Chestnut Hill</i>
Escoda, Antonio Llanes	<i>Glen Ridge, N. J.</i>
Estes, Ralph	<i>Media, Pa.</i>
Fawcett, Frederick John, 2d	<i>Newton</i>
Fielding, Richard Baldwin	<i>Winthrop</i>
Finney, Howard, 3d	<i>Montclair, N. J.</i>
Finney, Jervis Spencer	<i>Eccleston, Md.</i>
Flanagin, Neil	<i>Glencoe, Ill.</i>
Flather, Frederick, 3d	<i>Andover</i>
Fleming, Joseph Robert	<i>Fairmont, W. Va.</i>
Fleming, William Herbert	<i>Yauco, Puerto Rico</i>

PHILLIPS ACADEMY

Flight, John William, Jr.	<i>Haverford, Pa.</i>
Flynn, Allan Alexander Arthur	<i>Port Washington, L. I., N. Y.</i>
Flynn, Charles Francis	<i>Chappaqua, N. Y.</i>
Foxwell, Richard Wilkes	<i>Camden, Maine</i>
Gagne, Robert Pickering	<i>Andover</i>
Gifford, Richard Cammann	<i>New York, N. Y.</i>
Golden, Paul Richard	<i>Lawrence</i>
Goss, Donald Carpenter	<i>Larchmont, N. Y.</i>
Gould, Edson Beers, 3d	<i>Middletown, N. J.</i>
Greco, Donald Roy	<i>Tokyo, Japan</i>
Gregory, David Arnold	<i>Wellesley</i>
Harris, Elmer Russell	<i>Andover</i>
Harrison, David Kent	<i>Belmont</i>
Hastie, Clement Alexander Flagler	<i>Takoma Park, Md.</i>
Hattermer, Robert Weatherly	<i>Easton, Pa.</i>
Hogan, Thomas Dennis, 3d	<i>Michigan City, Ind.</i>
Hollman, Lawrence David	<i>Brockton</i>
Homrighausen, Elmer Paul	<i>Princeton, N. J.</i>
Houk, John Franklin	<i>Dayton, Ohio</i>
Husted, Donald Mackay	<i>Buffalo, N. Y.</i>
Ingersoll, Charles Stuart	<i>Halesite, N. Y.</i>
Into, Henry Alexander	<i>Lake Forest, Ill.</i>
Jewett, Frank Sniffen	<i>Southport, Conn.</i>
Johnson, Herbert Alden, Jr.	<i>Marblehead</i>
Johnston, Kenneth Kitchel, Jr.	<i>Forest Hills, L. I., N. Y.</i>
Jordan, Winthrop Donaldson	<i>Worcester</i>
Kaiser, Walter Jacob	<i>Bellevue, Ohio</i>
Kane, Louis Isaac	<i>Waban</i>
Karst, Jerome Louis	<i>New York, N. Y.</i>
Kelly, Lawrence Edward	<i>Marblehead Neck</i>
Kennedy, Donald Davidson, Jr.	<i>Nobleboro, Maine</i>
Kennedy, Irving Gaynor, Jr.	<i>Stony Point, N. Y.</i>
Kerr, Bruce	<i>Providence, R. I.</i>
Kidd, Alexander Duncan	<i>Upper Montclair, N. J.</i>
Kimball, John Ward	<i>Andover</i>
Koch, John Sumner	<i>Dundee, Ill.</i>
Kopko, David MacKay	<i>Elmira, N. Y.</i>
Kreider, Clement Horst, Jr.	<i>Harrisburg, Pa.</i>
Kurzman, Larry David	<i>Huntington, W. Va.</i>
Kurzon, Donald Alan	<i>Uxbridge</i>

Laudani, A. Louis	<i>Lawrence</i>
Leete, William Harmon	<i>Longmeadow</i>
Leonard, Charles Everett	<i>Chestnut Hill</i>
Levin, Philip Dane	<i>Newton</i>
Lindholm, Clifford Falstrom, 2d	<i>Upper Montclair, N. J.</i>
Linn, Milman Hart, 3d	<i>Zanesville, Ohio</i>
Lombard, Richard David	<i>Chelmsford</i>
Lombardi, Francis Thomas	<i>Syracuse, N. Y.</i>
Lovejoy, Sherwood	<i>Greens Farms, Conn.</i>
McDougal, Alfred Leroy, 3d	<i>Glencoe, Ill.</i>
McLane, James Price, Jr.	<i>Akron, Ohio</i>
Machain, Andre David	<i>Beverly</i>
Madden, John Edward, 3d	<i>Lexington, Ky.</i>
May, Thayer Thomas, Jr.	<i>White Plains, N. Y.</i>
Messing, James Harris	<i>New York, N. Y.</i>
Millager, William Robert	<i>Cleveland, Ohio</i>
Mitchell, George Sage	<i>South Orange, N. J.</i>
Molther, Francis Averill	<i>Ancon, Canal Zone</i>
Moore, Franklin, Jr.	<i>Harrisburg, Pa.</i>
Muldowny, John	<i>New York, N. Y.</i>
Mulligan, Samuel Rhoads	<i>Dallas, Pa.</i>
Murray, Irvin Gillis	<i>Simsbury, Conn.</i>
Nance, Francis Carter	<i>Oak Ridge, Tenn.</i>
Nash, Paul Le Noir	<i>Rhinebeck, N. Y.</i>
Neelands, Peter Grant	<i>Sands Point, L. I., N. Y.</i>
Nelson, John Gardner	<i>Shreveport, La.</i>
Nichols, William Edward	<i>Andover</i>
Osgood, William Coit, Jr.	<i>Wellesley Hills</i>
Owens, Owen Michael	<i>Harlingen, Texas</i>
Packard, Edward Burt, Jr.	<i>Huntington, L. I., N. Y.</i>
Parker, Ronald Edward	<i>Marblehead</i>
Peckham, John Strang	<i>White Plains, N. Y.</i>
Penwell, Delos	<i>Andover</i>
Perkins, David Ferguson	<i>West Bridgewater</i>
Phelps, Barry Coon	<i>Grosse Pointe Farms, Mich.</i>
Pierce, George Preble	<i>Fargo, N. D.</i>
Pond, Geoffrey	<i>Darien, Conn.</i>
Potter, Benjamin Elon	<i>Montclair, N. J.</i>
Pratt, John Clark	<i>Darien, Conn.</i>
Prinster, John Howard	<i>Grand Junction, Colo.</i>

PHILLIPS ACADEMY

Purves, Alan Carroll
 Putnam, Nelson Butler
 Reed, David Quinlan
 Reynolds, Frederick Pratt, 3d
 Rhangos, William Charles
 Rhodes, Rodman Dunbar
 Rider, Theodore Harold, Jr.
 Robillard, Laval Emile
 Robinson, Anthony Christopher
 Robinson, Kent Curtis
 Rolde, Neil Richard
 Runyon, John Lewis
 Ryan, Edwin Stripling
 Sagebiel, James Lambert, Jr.
 Salzman, Kenneth Maxwell
 Savard, Louis Basil
 Seney, Henry William, Jr.
 Shaifer, Carl Henry, 3d
 Slade, Clarke Winship, Jr.
 Smeeth, Conrad
 Smith, Bruce Michael
 Smith, Edwin Gehring
 Smith, Gardner Watkins
 Spengler, Silas Oliver
 Sprague, Hugh Almeron, 3d
 Spring, Hobart Wadsworth, Jr.
 Stenson, James
 Stetler, James Merrifield
 Stoltze, William Norris
 Stonehill, Arthur Ira
 Stuckey, Kenneth Fairchild
 Sutherland, Donald James
 Sutherland, John
 Sweeney, Robert Berrell
 Swenson, David Eric
 Taylor, George Chadbourne, 3d
 Ten Eyck, Peter Hoyos
 Thoman, Richard Billing
 Thompson, Donald Enrique
 Thomson, William Page

Media, Pa.
Barre, Vt.
Kansas City, Mo.
White Plains, N. Y.
Lowell
Des Moines, Iowa
Concord
Gardner
Woodstock, N. Y.
New York, N. Y.
Chestnut Hill
Darien, Conn.
Fort Worth, Texas
Dayton, Ohio
Falls Church, Va.
Fairport, N. Y.
Toledo, Ohio
Montclair, N. J.
Olney, Md.
Greenwich, Conn.
Glenview, Ky.
Swampscott
Brookline
Menasha, Wis.
St. Joseph, Mo.
North Wilmington
Winnetka, Ill.
White Plains, N. Y.
Lethbridge, Alberta, Canada
Norwalk, Conn.
Charlotte, N. C.
Manhasset, L. I., N. Y.
New Rochelle, N. Y.
Maplewood, N. J.
Concord, N. H.
Kirkwood, Mo.
Flemington, N. J.
Cincinnati, Ohio
Harvard
New Canaan, Conn.

Thornton, Edmund Braxtan	<i>Ottawa, Ill.</i>
Tilton, Gardner Stratton	<i>Concord, N. H.</i>
Torrance, Edwin Gager	<i>Waterbury, Conn.</i>
Torrey, William Clayton	<i>Ridgefield, Conn.</i>
Trask, Donald Morgan	<i>Beverly</i>
Valentine, Bruce O.	<i>Denver, Colo.</i>
Vivian, Philip Holbrook, Jr.	<i>Westport, Conn.</i>
Voos, Ernest Gustave	<i>Mt. Carmel, Conn.</i>
Wallace, Bass Campbell	<i>Houston, Texas</i>
Wallace, Bruce Wylie	<i>Houston, Texas</i>
Wallace, Robert Perry, Jr.	<i>Williamsburg, Va.</i>
Washburn, Kenneth Grimes	<i>Great Neck, L. I., N. Y.</i>
Waskowitz, William Jay	<i>New Britain, Conn.</i>
Watson, Charles Greenough	<i>Woodmere, L. I., N. Y.</i>
Weber, Robert Erwin Edward	<i>Bronxville, N. Y.</i>
Wells, David Torrey	<i>New York, N. Y.</i>
West, Frederick Richard, Jr.	<i>Kauai, T. H.</i>
Wexler, Jerrold Alan	<i>Leominster</i>
Weymouth, Clark, Jr.	<i>Rochester, N. Y.</i>
White, Russell, 3d	<i>Weston</i>
Williams, Roger Lewis, Jr.	<i>Utica, N. Y.</i>
Williamson, Charles Dickie	<i>Fort Worth, Texas</i>
Wood, Henry Frost, Jr.	<i>Chestnut Hill</i>
Zarem, Harvey Alan	<i>Savannah, Ga.</i>

Upper Middlers—213

LOWER MIDDLERS

Abrams, George Saul	<i>Newton</i>
Aiello, Lloyd Malugani	<i>Cambridge</i>
Allen, Robert Gray, Jr.	<i>Cohasset</i>
Almquist, John Arthur, Jr.	<i>Kennett Square, Pa.</i>
Ballard, Samuel Sloan	<i>Winnetka, Ill.</i>
Beatty, Christopher Cozzens	<i>Huntington, L. I., N. Y.</i>
Beatty, George Wood	<i>Grosse Pointe Farms, Mich.</i>
Bell, Richard Greenwood	<i>Rye, N. Y.</i>
Biern, Robert Oscar	<i>Huntington, W. Va.</i>
Blau, Peter England	<i>Pittsfield</i>
Blum, Ralph, Jr.	<i>Beverly Hills, Calif.</i>
Boeth, Paul Richard Wells	<i>Jackson Heights, L. I., N.</i>

PHILLIPS ACADEMY

Botto, Donald Robert	<i>Hicksville, L. I., N. Y.</i>
Brace, Richard Gould	<i>Dover</i>
Brooks, Philip Alanson	<i>Longmeadow</i>
Brown, John Welburn, Jr.	<i>Louisville, Ky.</i>
Brown, Timothy Manning	<i>Boston</i>
Burgess, Robert William	<i>Shrewsbury</i>
Burrell, Frederick Hunter	<i>Bedford Hills, N. Y.</i>
Capra, Frank Peter	<i>New Rochelle, N. Y.</i>
Carey, Edward John, Jr.	<i>Andover</i>
Carter, James Rose, Jr.	<i>Squantum</i>
Champion, Stevens	<i>Darien, Conn.</i>
Chapin, Edward Whiting	<i>Longmeadow</i>
Chaplin, James Crossan, 4th	<i>Sewickley, Pa.</i>
Chermayeff, Ivan	<i>Chicago, Ill.</i>
Crozier, William Marshall	<i>Englewood, N. J.</i>
Dana, James Dwight, 3d	<i>West Hartford, Conn.</i>
de Sibour, Jacques Blaise, Jr.	<i>Washington, D. C.</i>
Dietz, Christian Gustav, Jr.	<i>Winthrop</i>
Duffy, James Henry	<i>North Andover</i>
Elwell, Richard Derby, Jr.	<i>Cedarhurst, L. I., N. Y.</i>
Epler, Palmer York, Jr.	<i>Upper Nyack, N. Y.</i>
Epstein, Gerald Simeon	<i>Haverhill</i>
Erdman, Calvin Pardee, Jr.	<i>San Marino, Calif.</i>
Esmiol, Pattison	<i>Colorado Springs, Colo.</i>
Fisher, Howard Shreve, 3d	<i>Greenwich, Conn.</i>
Flather, Charles	<i>Andover</i>
Fletcher, James Benson, Jr.	<i>Baton Rouge, La.</i>
Flynn, Peter Allan	<i>Auburn, N. Y.</i>
Franklin, Curtis, Jr.	<i>Mountain Lakes, N. J.</i>
Ganahl, Joseph, Jr.	<i>Shaker Heights, Ohio</i>
Ganem, William Louis	<i>Andover</i>
Gerney, Michael Bennett	<i>New York, N. Y.</i>
Gibb, William Travis, 3d	<i>Kensington, Md.</i>
Goddard, Robert Whyte	<i>Marblehead</i>
González, Guillermo Enrique, Jr.	<i>Santurce, Puerto Rico</i>
Gordon, Thomas Pascoe	<i>Carnegie, Pa.</i>
Gray, Peter Le Breton	<i>Wellesley Hills</i>
Greene, Alexander Grant	<i>Syracuse, N. Y.</i>
Gross, Edward Bailey	<i>Harrisburg, Pa.</i>
Hall, Andrew Martel	<i>Nacagdoches, Texas</i>

PHILLIPS ACADEMY

Hammond, Gordon Leon	<i>Hampton, N. H.</i>
Hardy, Peter Duryee	<i>Manchester, Vt.</i>
Harris, Herbert Donald, Jr.	<i>Chappaqua, N. Y.</i>
Harvey, Byron Schermerhorn, 3d	<i>Chicago, Ill.</i>
Herrey, Antony Lothar Julien	<i>Flushing, L. I., N. Y.</i>
Herrick, John Wilton	<i>Topsfield</i>
Higgins, Haydn	<i>Andover</i>
Hill, Richard Harvey	<i>Portland, Maine</i>
Hirsch, Barron Miles D.	<i>Norwood</i>
Hobbie, Edward Henshaw	<i>South Deerfield</i>
Howerton, Robert Dunn	<i>Charlotte, N. C.</i>
Hussey, Gorham Wood	<i>Presque Isle, Maine</i>
Hutchinson, William Merrill	<i>Wallingford, Conn.</i>
Johnson, Howard Brennan	<i>Providence, R. I.</i>
Joyce, Stephen James	<i>New York, N. Y.</i>
Karidakis, Nicholas George	<i>Duluth, Minn.</i>
Keefe, Thomas John, Jr.	<i>Arlington</i>
Keyes, Eben Wight, 2d	<i>Winchester</i>
King, William Fuller, Jr.	<i>West Newton</i>
Kingsley, Daniel Thain	<i>Portland, Ore.</i>
Kitchel, Robert Hankee	<i>Vero Beach, Fla.</i>
Knight, Carlton Edward, Jr.	<i>Brockton</i>
Kohler, Walter Jodok, 3d	<i>Kohler, Wis.</i>
Kopperl, Paul Burger	<i>Short Hills, N. J.</i>
Kozol, Lee Hyam	<i>Brookline</i>
Larson, Lee Martin, Jr.	<i>Duluth, Minn.</i>
Levenson, Daniel David	<i>Brookline</i>
Levitt, William Jaird, Jr.	<i>New York, N. Y.</i>
Lincoln, John Crafts	<i>Montpelier, Vt.</i>
Linehan, David Chase	<i>Hammondsport, N. Y.</i>
MacCallum, Spencer Heath	<i>New York, N. Y.</i>
Mack, John Erick, Jr.	<i>Pasadena, Calif.</i>
Madden, Joseph McKee	<i>Lexington, Ky.</i>
Marden, John Alexander Rutherford	<i>Cambridge</i>
Martin, Kenneth Adams	<i>Lancaster</i>
Metcalfe, Baxter Rand	<i>Shaker Heights, Ohio</i>
Meyer, Frank Rogerson	<i>Peoria, Ill.</i>
Miller, Andrew Lincoln, Jr.	<i>Westlake, Ohio</i>
Miller, Edward Steinert	<i>Lawrence</i>
Miller, James Clare, 2d	<i>Glendale, Ohio</i>

PHILLIPS ACADEMY

Miskimin, Harry Alvin, Jr.
 Moran, Edward Glancy
 Mulvey, Donald Joseph
 Neville, Richard Gregg
 Offenbacher, William Philip
 Ottenheimer, John Underhill
 Pausley, Alexander, Jr.
 Payson, Michael Hunter
 Penick, Sydnor Barksdale, 3d
 Perez, Giovi
 Pingree, David Edwin
 Platt, Charles Adams, 2d
 Porder, Michael Steven
 Pruitt, Raymond Andrew
 Purdy, Strother Beeson, Jr.
 Reed, David Allan
 Reese, Peter Arnold Karthaus
 Reynolds, Charles Dewey Hilles
 Rhuland, Frank Alfred, Jr.
 Riker, Richard John
 Rose, John Evans, Jr.
 Ross, Richard Alan
 Rowland, Edward Searles
 Sandzén, Sigurd Carl, Jr.
 Schaufler, Jerry Wilson Perry
 Schemmer, Benjamin Franklin
 Schrager, Michael
 Scott, Tom Keck
 Sears, Richard Harvey, Jr.
 Seifer, David
 Shambaugh, Philip Wells
 Shepard, Gardner Dudley
 Sherry, John Ernest Horwath
 Sides, Winfield Michael, Jr.
 Simonton, Robert Bennet
 Skeirik, Lewis
 Smith, Edward Hartley
 Sourian, Peter Levon Bayentz
 Stamas, Theodore Anastasios
 Starke, Rodman David

Bloomfield, N. J.
Norwich, Conn.
Andover
New York, N. Y.
Shaker Heights, Ohio
Windham, Conn.
Providence, R. I.
Portland, Maine
Montclair, N. J.
Springfield
Andover
New York, N. Y.
Brookline
Chicago, Ill.
Purdy's, N. Y.
Lakewood, Ohio
Wilmington, Dela.
Pittsfield
Westwood
New York, N. Y.
Sewickley, Pa.
Elmira, N. Y.
Methuen
Mamaroneck, N. Y.
Pelham Manor, N. Y.
New York, N. Y.
Chicago, Ill.
East Hampton, L. I., N. Y.
Andover
Newark, N. J.
New York, N. Y.
West Newton
New York, N. Y.
Andover
Cazenovia, N. Y.
Andover
Marblehead
New York, N. Y.
Lowell
Durham, N. H.

PHILLIPS ACADEMY

Stearns, James Pierce, Jr.	<i>Chagrin Falls, Ohio</i>
Stewart, Hercules Dorn, Jr.	<i>Lancaster, Pa.</i>
Stone, Allan Barry	<i>Purchase, N. Y.</i>
Stone, Edward Durell, Jr.	<i>New York, N. Y.</i>
Suisman, Richard	<i>West Hartford, Conn.</i>
Thompson, John Chesney	<i>St. Joseph, Mo.</i>
Todd, Robert Charles, Jr.	<i>Pittsburgh, Pa.</i>
Toole, Allan Lawrence	<i>Scarsdale, N. Y.</i>
Urnes, Paul David	<i>Michigan City, Ind.</i>
Van Cleve, Robert Baldwin	<i>Moberly, Mo.</i>
Watson, William Braasch	<i>Carnegie, Pa.</i>
Weaver, Edwin Snell	<i>Andover</i>
Webb, George Henry, Jr.	<i>Oradell, N. J.</i>
Wentworth, Eric	<i>Chicago, Ill.</i>
Wight, Daniel Ewing, Jr.	<i>Frederick, Md.</i>
Winslow, Burnside, Jr.	<i>New Haven, Conn.</i>
Witherwax, Winfield Scott, Jr.	<i>Naugatuck, Conn.</i>
Woodhouse, Caleb Randall	<i>Weston</i>
Yost, Dudley DuRoss	<i>Lakewood, Ohio</i>

Lower Middlers—151

JUNIORS

Abroms, Gene Mayer	<i>Dermott, Ark.</i>
Ackerson, Edmund Edwards	<i>Washington, D. C.</i>
Adkins, Douglas Lee	<i>Andover</i>
Adkins, Winthrop Ross	<i>Andover</i>
Alexander, Arthur Stirling	<i>Washington, D. C.</i>
Allenby, Norman Richard	<i>Taunton</i>
Anderson, John Timothy	<i>Bemus Point, N. Y.</i>
Ansin, Ronald Marvin	<i>Miami Beach, Fla.</i>
Arnold, John	<i>Boston</i>
Austin, Charles Ward	<i>Seattle, Wash.</i>
Bachner, Robert Lawrence	<i>New York, N. Y.</i>
Baldwin, Peter Arthur	<i>Andover</i>
Beardsley, Robert Buchanan	<i>Elkhart, Ind.</i>
Berkowitz, Harry William	<i>San Antonio, Texas</i>
Bernardin, George Flynn	<i>Andover</i>
Booth, Charles Harrington	<i>Greensburg, Pa.</i>
Brennan, Peter Dunn	<i>Bradford, Pa.</i>

Brodeur, David Dallin
 Byington, Homer Morrison, 3d
 Candee, Mark Chunn, Jr.
 Castle, Clifford DeWitt, 3d
 Castle, John Whitcomb
 Cooke, William Latimer, Jr.
 Cornwell, Gibbons Gray, 3d
 Curtis, Chase Scully
 Cutting, Lloyd Wilfred, Jr.
 Davenport, Franklyn John
 Davis, Mayes Smith, Jr.
 Dibbins, Albert William
 Dooley, Edwin Benedict, Jr.
 Doran, Robert Wren
 Duffy, William Bernard, Jr.
 du Pont, Anthony Averell
 Eckert, Robert Kreider
 Everett, Donald Fales
 Falvey, Donald, Jr.
 Findlay, Charles Noyes
 Flanders, James William, Jr.
 Freedlender, Arthur Elliott
 Friedmann, Hugh Christian
 Funkhouser, James Claggett
 Gilbert, Roger, Jr.
 Gordon, Charles Finberg
 Griffin, Walter Augustine, Jr.
 Grossmann, John Rudolph
 Harrison, Theodore
 Havelock, John Eric
 Hitchcock, Bryan
 Hodges, Richard Burt, Jr.
 Holt, John Nicholas
 Horowitz, Paul Sumner
 Houk, John Talbott, Jr.
 Howard, John Franklyn
 Ingersoll, John Campbell, Jr.
 Jackson, Robert Davis, Jr.
 Jessup, Robert Burnham
 Jones, Leonard Lucius Maro

Arlington Heights
Rome, Italy
Greenwich, Conn.
Concord
Sandwich, Ill.
Charleston, W. Va.
West Chester, Pa.
Clinton, Iowa
Southport, Conn.
Newton Center
New York, N. Y.
Melrose
Mamaroneck, N. Y.
Wellesley Hills
North Andover
Wilmington, Del.
Lebanon, Pa.
Norwood
Chestnut Hill
Huntington, L. I., N. Y.
Meriden, Conn.
Haverhill
Hawthorne, N. J.
Durham, N. H.
New York, N. Y.
Lowell
Lawrence
Rio de Janeiro, Brazil
Belmont
Cambridge
Waterbury, Conn.
Wellesley
Andover, Conn.
Brockton
Sea Island, Ga.
Winter Haven, Fla.
Halesite, N. Y.
Ridgefield, Conn.
Cynwyd, Pa.
Newton

Kaiser, Robert James	<i>Anchorage, Ky.</i>
Kapelson, Richard Allan	<i>Methuen</i>
Keith, Robert	<i>Kansas City, Mo.</i>
Kelsey, Irving John	<i>Perth Amboy, N. J.</i>
Kimball, Robert Scott, 3d	<i>Reno, Nev.</i>
Kreulen, Roelof Anton, Jr.	<i>New York, N. Y.</i>
Learned, Ebenezer, 3d	<i>Norwich, Conn.</i>
Lee, William Ming-Sing	<i>Hongkong, China</i>
Lewis, Peter Tod	<i>Wrightwood, Calif.</i>
Loberg, Paul Wellington	<i>Jacksonville, N. Y.</i>
Logan, Francis Matthew, Jr.	<i>Lawrence</i>
Lynch, Hubbard, Jr.	<i>Fairfield, Conn.</i>
MacAskill, Everett, Jr.	<i>Andover</i>
McColm, Douglas Woodruff	<i>Litchfield, Conn.</i>
Manheimer, William Arthur	<i>Chicago, Ill.</i>
Martin, Donnan	<i>Macon, Ga.</i>
Mayer, Worthington Scranton	<i>Dalton, Pa.</i>
Moe, Albert Gerhard	<i>Arlington, Va.</i>
Mowbray, Louis Kempe	<i>Smith's Parish, Bermuda</i>
O'Brien, Thomas Kenefick, Jr.	<i>Pelham Manor, N. Y.</i>
Ogden, John Boyd, Jr.	<i>Columbus, Ohio</i>
Pates, James Johnston, Jr.	<i>Hempstead, L. I., N. Y.</i>
Phelan, David van der Poele	<i>Northfield</i>
Plaisted, Edward Endicott	<i>Methuen</i>
Regan, Frank Joseph, Jr.	<i>Lawrence</i>
Richmond, Clinton Quackenbush, 2d	<i>Jaffrey, N. H.</i>
Rider, George Salkeld King	<i>Brightwaters, L. I., N. Y.</i>
Rider, Michael Gray	<i>Concord</i>
Ruiz, Guillermo	<i>San Juan, Puerto Rico</i>
Rush, Lockwood	<i>Paoli, Pa.</i>
Sanford, Samuel Cook	<i>Interlaken, N. Y.</i>
Scheiwe, John Paul	<i>Glen Rock, N. J.</i>
Schereschewsky, John Forby, Jr.	<i>Cornwall, Conn.</i>
Seil, Fritz John	<i>Cleveland, Ohio</i>
Sellers, Horace Wells, 3d	<i>Hebron, Conn.</i>
Shirley, William Henry, Jr.	<i>Somerville</i>
Smith, James Moore, Jr.	<i>Cincinnati, Ohio</i>
Smith, Peter Read	<i>Barneveld, N. Y.</i>
Spruance, Preston Lea, Jr.	<i>Greenville, Del.</i>
Stengel, Robert Miller	<i>Buffalo, N. Y.</i>

PHILLIPS ACADEMY

Stern, Peter Albert	<i>Andover</i>
Stewart, George Clark	<i>Pasadena, Calif.</i>
Stoddart, George Anderson	<i>Oyster Bay, L. I., N. Y.</i>
Strzetelski, George Tadeush	<i>New York, N. Y.</i>
Sutherland, Robert Bruce	<i>Manhasset, L. I., N. Y.</i>
Taylor, John Madison	<i>New York, N. Y.</i>
Taylor, Reuben W., Jr.	<i>Chihuahua, Chih., Mexico</i>
Thielens, Alexis Ollier	<i>Tuscaloosa, Ala.</i>
Thompson, Robert Ferris, Jr.	<i>El Paso, Texas</i>
Thorndike, William Nicholas	<i>Chestnut Hill</i>
Ullman, James Ramsey, Jr.	<i>New York, N. Y.</i>
Van Alstyne, William Beekman, 3d	<i>Montreal West, P. Q., Canada</i>
Van Buren, William	<i>Scarsdale, N. Y.</i>
Vivian, Partlow Yerxa	<i>Westport, Conn.</i>
Weicker, Frederick Ernest, Jr.	<i>Toluca, Mexico</i>
Wight, Charles Henry Conley	<i>Frederick, Md.</i>
Wilkinson, Thomas Crossley	<i>Andover</i>
Yatsu, Frank Michio	<i>Cleveland, Ohio</i>
Youman, Alfred Eliot	<i>New York, N. Y.</i>
Zai, Luther Eugen	<i>Middleboro</i>

Juniors—117

CLASSIFICATION

Seniors	259
Upper Middlers	213
Lower Middlers	151
Juniors	117
	<hr/>
	740

REPRESENTATION

Massachusetts	213	Georgia	3
New York	134	Iowa	3
Connecticut	63	Louisiana	3
New Jersey	42	Alabama	2
Pennsylvania	33	Arkansas	2
Ohio	29	Tennessee	2
Illinois	26	Washington	2
New Hampshire	15	Kansas	1
Maryland	13	Nevada	1
California	12	North Dakota	1
Texas	11	Oklahoma	1
Virginia	9	South Carolina	1
Maine	8	Puerto Rico	6
Missouri	8	Canada	3
North Carolina	7	Mexico	3
Rhode Island	7	France	2
Wisconsin	7	Hawaii	2
District of Columbia	6	Siam	2
Kentucky	6	Bermuda	1
West Virginia	6	Brazil	1
Indiana	5	Canal Zone	1
Oregon	5	China	1
Vermont	5	England	1
Colorado	4	Egypt	1
Delaware	4	India	1
Florida	4	Italy	1
Michigan	4	Japan	1
Minnesota	4	Sweden	1

ANDOVER SUMMER SESSION

LIST OF STUDENTS—1947

Abrams, George S.	<i>Newton</i>
Andreson, Nicholas G.	<i>Worcester</i>
Ansin, Ronald M.	<i>Miami Beach, Fla.</i>
Arabian, Jack H.	<i>Andover</i>
Arbesu, Armando	<i>Mexico City, Mexico</i>
Baker, Robert E.	<i>Middletown, Pa.</i>
Bandman, Bertram	<i>New Orleans, La.</i>
Barnett, David H.	<i>Pittsburgh, Pa.</i>
Bendroth, Norman B.	<i>Andover</i>
Benson, H. Raymond, Jr.	<i>Wollaston</i>
Benton, Richard D.	<i>Middlebury, Va.</i>
Besso, Marc J.	<i>Cairo, Egypt</i>
Block, Robert C.	<i>New York, N. Y.</i>
Brace, Robert D.	<i>Dover</i>
Breed, William J., Jr.	<i>Marblehead</i>
Brown, J. Welburn, Jr.	<i>Louisville, Ky.</i>
Brown, Robert A., 3d	<i>St. Joseph, Mo.</i>
Butler, Robert G., 3d	<i>Washington, D. C.</i>
Cameron, Donald K.	<i>Andover</i>
Camp, John R.	<i>Newton</i>
Capra, Frank	<i>New Rochelle, N. Y.</i>
Champion, Stevens	<i>Darien, Conn.</i>
Chapin, Neil, Jr.	<i>Longmeadow</i>
Cohen, Harvey R.	<i>Swampscott</i>
Cooke, William L., Jr.	<i>Charleston, W. Va.</i>
Crawford, Douglas J.	<i>Orono, Maine</i>
Crosley, Lewis L.	<i>Cincinnati, Ohio</i>
Curtis, Chase S.	<i>Clinto, Iowa</i>
Danque, Neil C.	<i>Carbondale, Pa.</i>
Davidson, Harry H.	<i>West Hartford, Conn.</i>
Davis, M. Smith, Jr.	<i>New York, N. Y.</i>
Dawson, Alvin W., Jr.	<i>Manhasset, N. Y.</i>
Denney, Robert J.	<i>Gardner</i>
Dineen, James S.	<i>Brooklyn, N. Y.</i>

Dudley, Richard H.	<i>Concord, N. H.</i>
Dursthoff, Leonard C., Jr.	<i>Chelmsford</i>
Eagan, Patrick L.	<i>Grand Junction, Colo.</i>
Eanet, Lawrence J.	<i>Washington, D. C.</i>
Eddy, Stephen M.	<i>Pleasant Valley, Conn.</i>
Efinger, Frank W., Jr.	<i>New York, N. Y.</i>
Emmert, Julius W.	<i>Lawrence</i>
Escoda, Antonio	<i>Glen Ridge, N. J.</i>
Everett, Donald F.	<i>Norwood</i>
Findlay, Charles N.	<i>Huntington, N. Y.</i>
Flanagin, Neil	<i>Glencoe, Ill.</i>
Fletcher, James B., Jr.	<i>Baton Rouge, La.</i>
Flight, John W., Jr.	<i>Haverford, Pa.</i>
Foster, Glen S., 2d	<i>New York, N. Y.</i>
Frohman, L. Todd	<i>Bronxville, N. Y.</i>
Gaige, Jeremy	<i>Peekskill, N. Y.</i>
Geary, Stanton	<i>Bayville, N. Y.</i>
Gerhard, F. Bruce, Jr.	<i>Summit, N. J.</i>
Gerry, F. Bayard	<i>Arlington</i>
Golden, J. Lawrence, Jr.	<i>Medford</i>
Greene, Alexander G.	<i>Syracuse, N. Y.</i>
Griffin, Robert L.	<i>Lexington</i>
Guertin, Jay	<i>Andover</i>
Hall, Andrew M.	<i>Nacogdoches, Tex.</i>
Hall, Lyle G.	<i>Ridgway, Pa.</i>
Hembrough, Arthur A.	<i>Andover</i>
Heyl, Andrew M.	<i>Gloucester</i>
Hirsch, Barron M.	<i>Norwood</i>
Hirsch, Robert S.	<i>Cedarhurst, N. Y.</i>
Hogan, Thomas D., 3d	<i>Michigan City, Ind.</i>
Hoornbeek, Frank D.	<i>Ellenville, N. Y.</i>
Hoornbeek, Louis A.	<i>Ellenville, N. Y.</i>
House, Theodore G.	<i>Payson, Ill.</i>
Howell, Fred M.	<i>Ridgewood, N. J.</i>
Hudson, Edward F.	<i>Pelham, N. Y.</i>
Harris, E. Russell	<i>Andover</i>
James, Robison B.	<i>Tuscaloosa, Ala.</i>
Johnson, Herbert A., Jr.	<i>Marblehead</i>
Joyce, Stephen J.	<i>New York, N. Y.</i>
Kafoglis, Nicholas Z.	<i>Lexington, Ky.</i>

PHILLIPS ACADEMY

Kakoyannis, Andrew, Jr.
 Kapelson, Richard A.
 Karst, Jerome L.
 Kekst, Zalman A.
 Kelsey, Irving J.
 Kennedy, Irving G., Jr.
 Kidd, A. Duncan
 Kimball, Charles E.
 King, Clarence H., Jr.
 Kopko, David M.
 Kumin, Richard T.
 Kurzon, Donald A.
 Laudani, A. Louis
 Learned, Ebenezer N., III
 Lelandais, Pierre J.
 Levy, George D.
 MacAskill, Everett, Jr.
 McCamey, John H.
 McPherson, Richard E.
 Marden, John A. R.
 Metcalfe, Baxter R.
 Miller, James C.
 Miller, Jerry H.
 Mobilia, William W.
 Molther, Francis A.
 Moncrieff, Robert P.
 Moses, John M.
 Nelson, Bruce W.
 Nilsson, J. Dexter
 Novack, Mark E.
 O'Brien, Thomas K., Jr.
 Olfson, Herbert B.
 O'Reilly, Frank A.
 Ozer, Mark N.
 Page, William H., II
 Parker, Robert R.
 Parker, Ronald E.
 Penfield, Donald W.
 Phillips, Robert E.
 Picker, David V.

Washington, D. C.
Lawrence
New York, N. Y.
Salem
Perth Amboy, N. J.
Stony Point, N. Y.
Nutley, N. J.
Greenwich, Conn.
Clayton, Mo.
Elmira, N. Y.
Derry, N. H.
Uxbridge
Lawrence
Norwich, Conn.
New York, N. Y.
Newton Centre
Andover
Sistersville, W. Va.
Elmira, N. Y.
Newton Centre
Shaker Heights, Ohio
Glendale, Ohio
Salem, Ohio
Medford
Ancon, Canal Zone
Washington, D. C.
Baltimore, Md.
Lakewood, Ohio
Michigan City, Ind.
Brookline
Pelham Manor, N. Y.
Dorchester
Lawrence
Dorchester
Madison, Wis.
Baton Rouge, La.
Marblehead
Winnetka, Ill.
Oak Bluffs
New York, N. Y.

Plaisted, Edward E.
 Plant, David W.
 Pousada, Manuel
 Preble, Russell A., Jr.
 Prinster, John H.
 Quinn, John W., Jr.
 Reach, Charles H.
 Reese, William J.
 Richter, Roy
 Risska, Rolvin R.
 Robinson, Theodore
 Rolde, Neil R.
 Roosevelt, Peter K.
 Ross, Richard A.
 Roy, Robert F.
 Rushforth, Calvin
 Sapers, Carl M.
 Sapuppo, Michael S.
 Scheiwe, John P.
 Seifer, David
 Sherry, John E. H.
 Sides, Winfield M., Jr.
 Simonton, Bennet S.
 Siragusa, Ross David, Jr.
 Skeirik, Lewis
 Smith, E. Hartley
 Smith, W. John
 Soley, Joseph L.
 Sorrentino, Stanley L.
 Sprague, Hugh A., 3d
 Spring, Hobart W., Jr.
 Stengel, Robert M.
 Stocking, Frank A.
 Stoll, Robert P.
 Stone, Allan B.
 Sullivan, Daniel J.
 Sullivan, Edward D.
 Swann, Dale W.
 Sweigard, Charles B., Jr.
 Swensen, Don P.

Methuen
Toledo, Ohio
Mount Kisco, N. Y.
Camp Hill, Pa.
Grand Junction, Colo.
Belmont
Summit, N. J.
Tulsa, Okla.
Scarsdale, N. Y.
Lisbon Falls, Maine
New York, N. Y.
Chestnut Hill
Oyster Bay, N. Y.
Elmira, N. Y.
Boston
Methuen
Brookline
Lawrence
Glen Rock, N. J.
Newark, N. J.
New York, N. Y.
Andover
Cazenovia, N. Y.
Barrington, Ill.
Andover
Marblehead
Englewood, N. J.
New York, N. Y.
Providence, R. I.
St. Joseph, Mo.
Wilmington
Buffalo, N. Y.
Arlington, Va.
New Milford, Conn.
Purchase, N. Y.
Lawrence
Lawrence
Grand Junction, Colo.
Bethlehem, Penna.
Minneapolis, Minn.

PHILLIPS ACADEMY

Taylor, George C., III
 Tedesco, Paul H.
 Terrell, Robert B.
 Therrien, Paul J.
 Thomas, W. Richard
 Ullman, James R.
 von Wening, Anthony F.
 Wallace, William H.
 Watson, William B.
 Waxer, Stephen J.
 Weymouth, Clark, Jr.
 White, James W.
 White, Richard B.
 Williams, Roger Louis, Jr.
 Williamson, C. Dickie
 Zarem, Harvey A.

Kirkwood, Mo.
Newton
West Hartford, Conn.
Lawrence
Scarsdale, N. Y.
New York, N. Y.
Milwaukee, Wisc.
Springfield
Carnegie, Penna.
Brookline
Rochester, N. Y.
Greensboro, N. C.
Larchmont N. Y.
Utica, N. Y.
Fort Worth, Texas
Savannah, Ga.

ALUMNI COUNCIL

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Vice Presidents: Stephen Y. Hord, '17

William H. Keesling, '30

John M. Woolsey, Jr., '34

Executive Secretary: M. Lawrence Shields

Treasurer: James Gould, '13

Council Members

John E. Owsley, '01, term expires June 1948
88 Imperial Avenue, Westport, Conn.

F. Abbot Goodhue, '02, ex officio
Hewlett, Long Island, N. Y.

Rodney W. Brown, Sr., '06, term expires June 1948
Bancroft Road, Andover

Russell Stiles, '08, term expires June 1949
63 Wall Street, N. Y. C.

Edward B. Twombly, '08, term expires June 1949
165 Broadway, N. Y. C.

Lindsay Bradford, '10, ex officio
22 William Street, N. Y. C.

Rt. Rev. Henry W. Hobson, '10, ex officio
421 Sycamore Street, Cincinnati, Ohio

James Gould, '13, ex officio
Phillips Academy, Andover

Robert R. Bishop, 2d, '15, term expires June 1950
82 Pinckney Street, Boston

William A. Kirkland, '15, term expires June 1948
First National Bank, Houston, Tex.

John P. Stevens, Jr., '15, term expires June 1950
350 Fifth Avenue, N. Y. C.

Paul Abbott, '16, term expires June 1950
40 Wall Street, N. Y. C.

John W. Stewart, 2d, '16, term expires June 1948
Box 240, Santa Barbara, Calif.

PHILLIPS ACADEMY

- G. Storer Baldwin, '17, ex officio
10 Post Office Square, Boston
- Stephen Y. Hord, '17, term expires June 1949
135 South La Salle Street, Chicago, Ill.
- Bromwell Ault, '18, term expires June 1948
350 Fifth Avenue, N. Y. C.
- Sheridan A. Logan, '19, term expires June 1950
2 Wall Street, N. Y. C.
- Morris Tyler, '20, term expires June 1950
205 Church Street, New Haven, Conn.
- Charles S. Gage, '21, term expires June 1949
745 Fifth Avenue, N. Y. C.
- Charles L. Stillman, '22, term expires June 1949
9 Rockefeller Plaza, N. Y. C.
- William T. Kelly, Jr., '24, term expires June 1950
230 Park Avenue, N. Y. C.
- H. Carl Sandberg, '26, ex officio
75 Salem Street, Andover
- B. Allen Rowland, '28, term expires June 1950
Pine Lodge, Methuen
- Philip K. Allen, '29, term expires June 1949
1 Highland Road, Andover
- J. Quigg Newton, '29, term expires 1950
801 York Street, Denver, Colo.
- William H. Keesling, '30, term expires 1950
315 Montgomery Street, San Francisco, Calif.
- John M. Woolsey, Jr., '34, term expires June 1949
Room 1101, Federal Street, Boston
- John C. Kiley, Jr., '37, term expires June 1948
82 Fairway Road, Chestnut Hill, Brookline
- H. James Caulkins, '40, term expires June 1948
341 Harvard Street, Cambridge
- Frederick G. Crane, 3d, '41, term expires June 1949
161 Main St., Dalton
- M. Lawrence Shields, ex officio
Phillips Academy, Andover

PHILLIPS ACADEMY

ALUMNI COUNCIL STANDING COMMITTEES

Class Agents' Association

Chairman: G. Storer Baldwin, '17, 10 Post Office Square, Boston

Class Secretaries' Association

Chairman: H. Carl Sandberg, '26, 75 Salem Street, Andover

Reunions

Chairman: H. Carl Sandberg, '26, 75 Salem Street, Andover

Scholarships

Chairman: Fred H. Harrison, '38, c/o Berkshire School, Sheffield

Athletics

Chairman: J. Reed Kilpatrick, '07, Madison Square Garden Corporation, N. Y. C.

Phillips Bulletin

Chairman: Ralph D. Paine, '25, R.F.D. No. 2, Stepney, Conn.

Oliver Wendell Holmes Library

Chairman: Francis Hartley, Jr., '15, 176 Federal Street, Boston

Addison Gallery of American Art

Chairman: Charles L. Stillman, '22, 9 Rockefeller Plaza, N. Y. C.

Health

Chairman: Doctor Franklin G. Balch, Junior, '14, 333 Brookline Street, Newton Centre

Educational Policy

Chairman: Bromwell, A. H., '18, 350 Fifth Ave., N.Y.C.

Regional Affairs

Chairman: Sheridan A. Logan, '19, 2 Wall Street, N. Y. C.

PHILLIPS ACADEMY

ALUMNI ADVISORY COMMITTEES

BOSTON

Philip R. Allen, '92	Francis Hartley, Jr., '15
A. W. K. Billings, Jr., '20	Mortimer A. Seabury, '05
Nathaniel T. Clark, '30	John O. Stubbs, '17
J. Mattocks White, '22	

BUFFALO

James O. Moore, '28	Harold P. Rich, '25
Addison F. Vars, '17	

CHICAGO

William T. Bacon, '02	Stephen Y. Hord, '17
Robert A. Gardner, '08	Leeds Mitchell, '96
Clifford Rodman, '15	

CINCINNATI

Robert L. Black, '99	Henry W. Hobson, '11
Thomas H. Lawrence, Jr., '31	

CLEVELAND

Dan R. Hanna, Jr., '14	R. Livingston Ireland, Jr., '15
James R. Stewart, '27	Joshua B. Waterworth, '04

COLORADO SPRINGS

Clement M. Brown, '10	Charles T. Ryder, '02
Philip B. Stewart, '82	

DALLAS

Henry D. Lindsley, Jr., '13	William F. Neale, Jr., '44
Harold F. Volk, '13	

PHILLIPS ACADEMY

DENVER

Frederic A. Adams, '09

Grover C. Fels, '06

Richard M. Davis, '29

J. Quigg Newton, '29

DETROIT

Russell H. Lucas, '12

Kenneth L. Moore, '10

Fred T. Murphy, '93

FORT WORTH

Edward S. Gould, '84

Beverly V. Thompson, '13

George Thompson, Jr., '09

HOUSTON

Walter Bradley, '24

Ford Hubbard, '20

William A. Kirkland, '15

INDIANAPOLIS

Frederick H. Day, '01

William C. Griffith, '11

Arthur Medlicott, '13

KANSAS CITY

Edward Keith, '16

Louis H. Ehrlich, '26

Mason L. Thompson, '18

LOS ANGELES

William T. Adams, '28

Fred M. Cleaveland, Jr., '23

James S. Copley, '35

LOUISVILLE

Middleton De Camp, '14

Woodford H. Dulaney, '13

Harry C. Royal, Jr., '32

PHILLIPS ACADEMY

MILWAUKEE

John F. Uihlein, '33

John S. Owens, '19

DULUTH

Burt C. Hubbard, '09

Robert S. Mars, '15

C. Douglas Walker, '18

MINNEAPOLIS

Charles C. Bovey, '86

John H. MacMillan, '12

Wheelock Whitney, '13

NEW YORK AND VICINITY

MANHATTAN

Paul Abbott, '16

F. Abbot Goodhue, '02

Chauncey B. Garver, '04

Thomas D. Thacher, '00

Bromwell Ault, '18

NORTHERN NEW JERSEY

Newell G. Neidlinger, '21

Charles W. Littlefield, '99

East Orange

Montclair

Lloyd W. Smith, '92

Archie B. Quarrier, '93

Madison

Short Hills

Morris P. Skinner, '24

Verona

SOUTHERN CONNECTICUT AND WESTCHESTER COUNTY

J. Verner Reed, '22

William P. Seeley, '09

Greenwich

Charles R. Marshall, '12

Russell Stiles, '08

Scarsdale

William C. Keator, '24

Fairfield

PHILLIPS ACADEMY

PITTSBURGH

J. Kennedy Beeson, '25	Southard Hay, '98
Maurice D. Cooper, Jr., '06	Lucius W. Robinson, Jr., '14
J. Verner Scaife, '23	

PORTLAND, OREGON

Edmund S. Hayes, '14	Loring A. Higgins, '19
Roland W. Mersereau, '01	

ROCHESTER

Fred H. Gordon, '02	Burton C. Smith, '27
Montague B. Phillips, '23	Douglas C. Townson, '10

ST. LOUIS

Wilbur B. Jones, '05	Ira E. Wight, Jr., '20
----------------------	------------------------

SAN FRANCISCO

Dean Dillman, '14	William H. Keesling, '30
Samuel F. B. Morse, '03	

SEATTLE

Hugh P. Brady, '10	Henry A. Colver, '09
Pendleton Miller, '28	

SYRACUSE

Charles H. Sanford, Jr., '24	Harold Stone, '98
Charles S. Hyde, '96	

TULSA

J. W. R. Crawford, Jr., '14	Charles F. Hewitt, '14
Reginald D. Barnes, '34	

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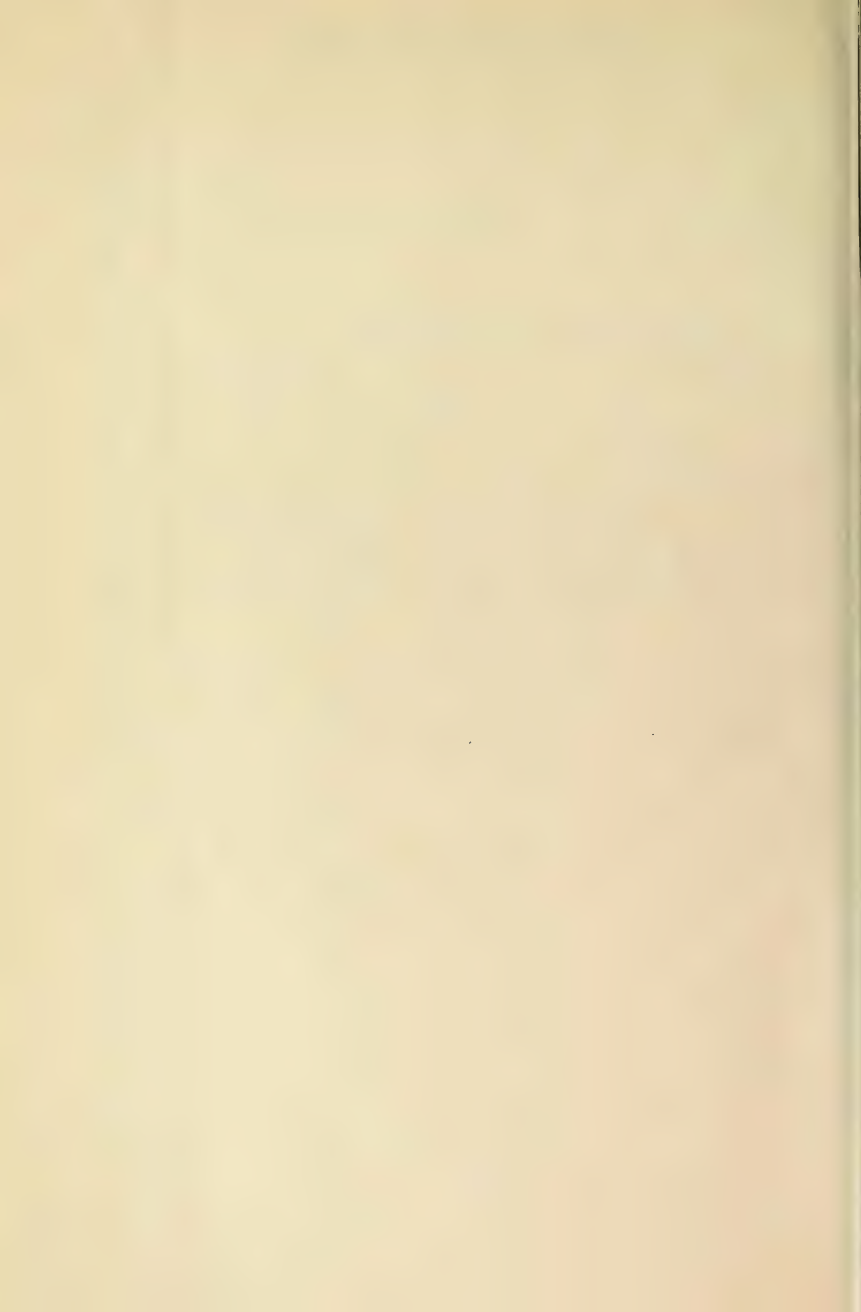
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Relationship to applicant.....

This form should be returned to The Director of Admissions, Phillips Academy, Andover, Mass. No registration fee is required.

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

Entrance Application

Please be careful to give complete details in filling out the four pages of this form. If this application is being made for entrance more than one year hence, answer through No. 5 only.

I hereby apply for the admission to Phillips Academy of my ^{son} ward,

in the Senior
Upper Middle Class for the year beginning
Lower Middle September 19....
Junior

1. Boy's name in full.....
(First) (Middle) (Last)

2. Date of birth.....

3. Name of parent or guardian.....

4. Home address.....

5. Preferred mailing address (if different).....

6. Name and address of school attended during current year.....

7. Date of entering it..... 8. Date of leaving.....

9. Name of its Principal.....

10. Earlier schools attended during past four years—their addresses—approximate
of entering and leaving.....

11. Probable college choice.....

12. Race..... 13. Nationality.....

14. Religious affiliation.....

15. Height..... 16. Weight.....

17. If the applicant's health is not good, or if he is handicapped in any way that
interfere with the regular school work, please state the facts here or in a separate letter.....

18. The applicant will write any examinations that may be required at.....

19. Room preference.....
room alone.....
have a roommate.....

(over)

PHILLIPS ACADEMY

THE

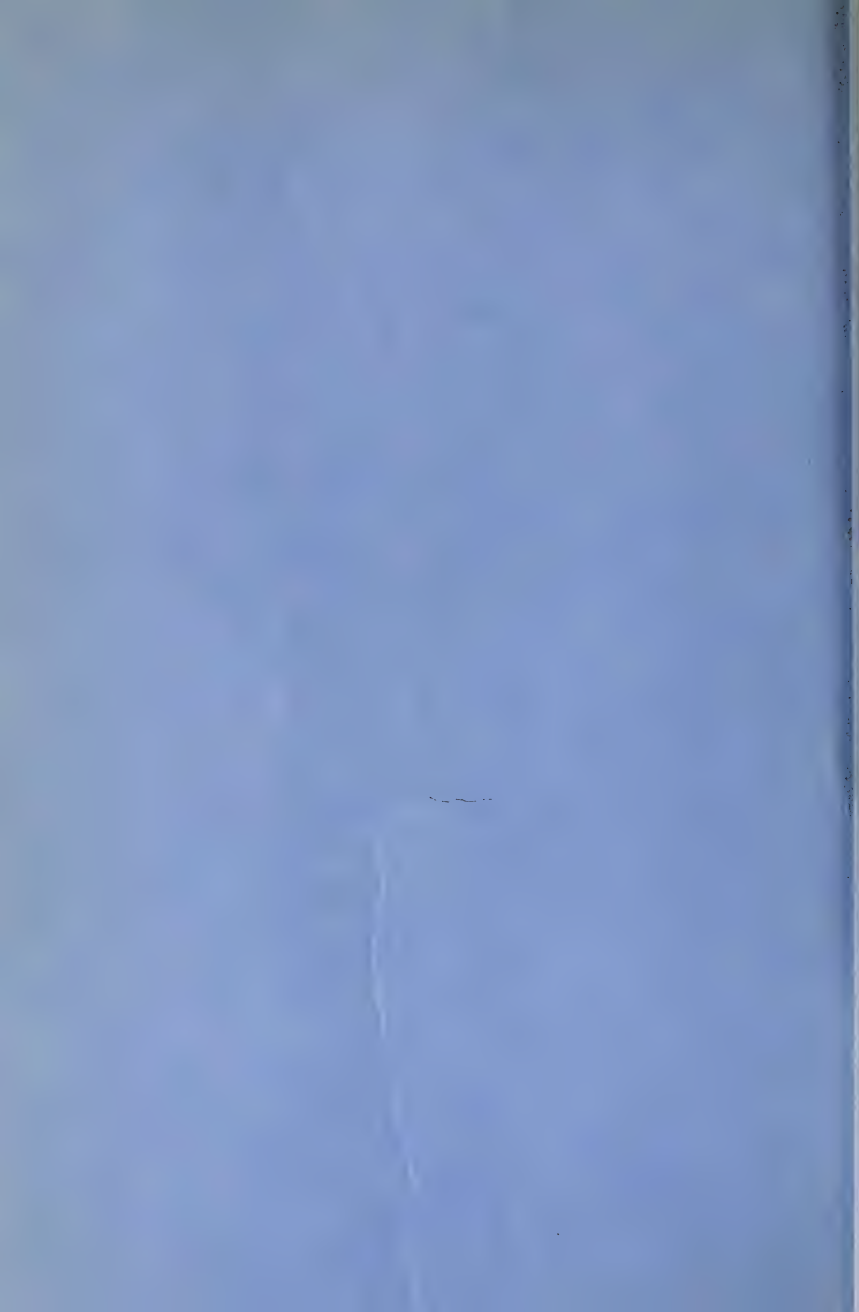
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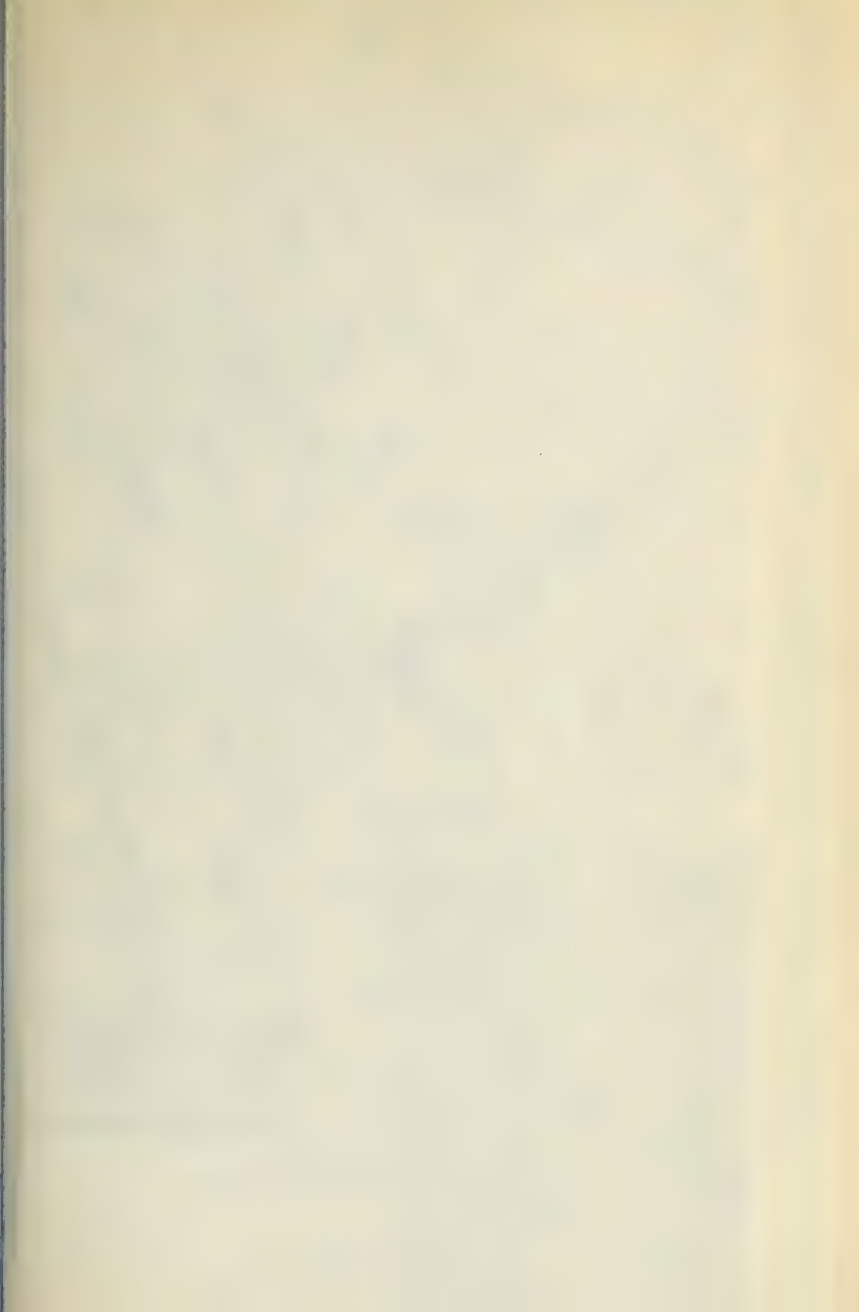
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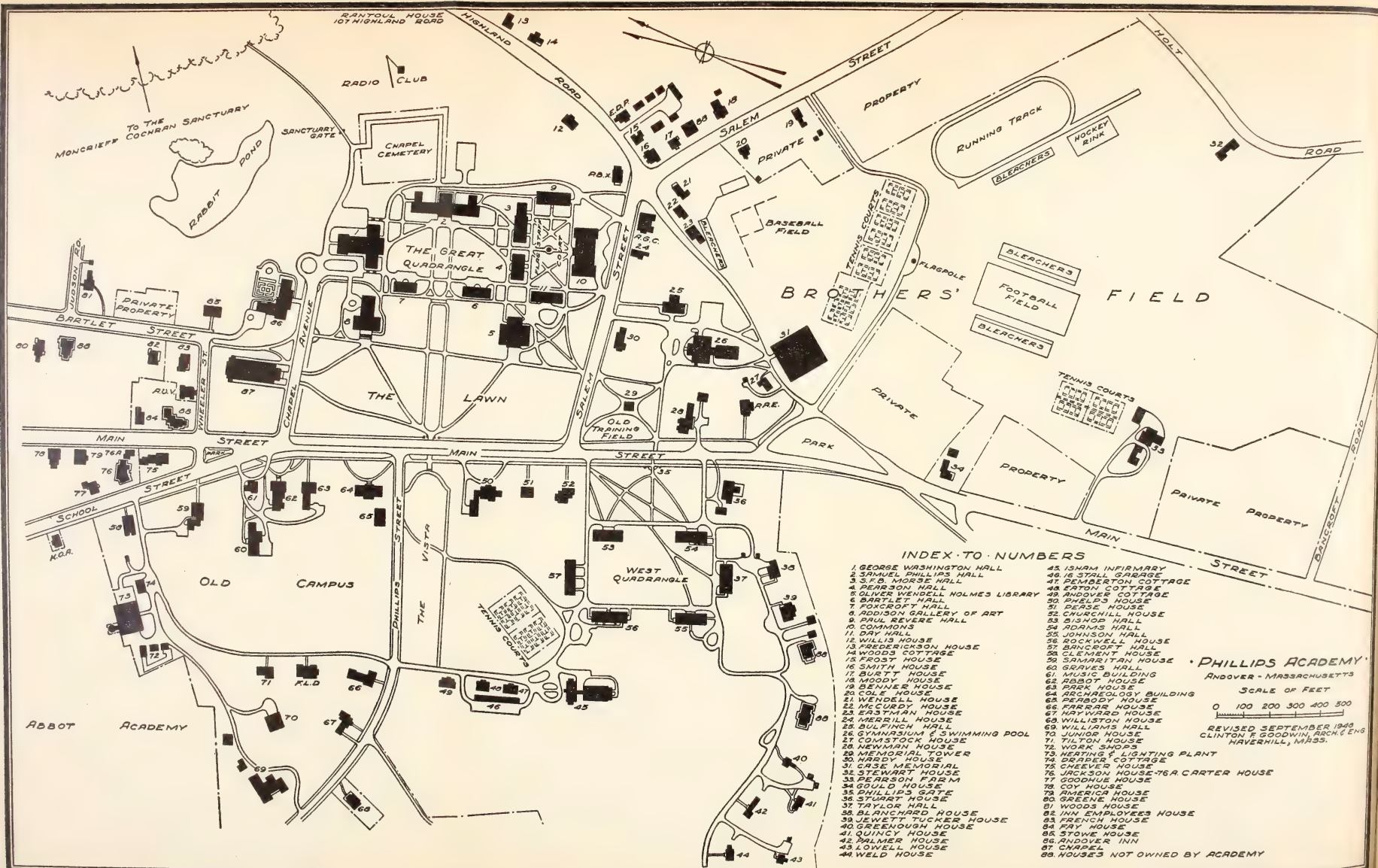


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Published by Phillips Academy, Andover, Massachusetts







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PHILLIPS ACADEMY
ANDOVER - MASSACHUSETTS

SCALE OF FEET
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REVISED SEPTEMBER 1949
CLINTON R. GOODWIN, ARCHT. & ENG.
HAVERHILL, MASS.

THE PHILLIPS BULLETIN

CATALOGUE ISSUE

VOLUME 43 — NUMBER 2

Winter 1949



One Hundred Seventy-first Year

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

Issued quarterly. Entered as Second-class matter December 28, 1913, at the Post Office at Andover, Mass., under the act of Congress of August 24, 1913. Accepted for mailing at Special Rate of Postage provided for in Section 1103, Act of October 3, 1917, authorized July 8, 1918.

1949

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CALENDAR

1949

Second term begins.....8.15 P.M., Sunday, Jan. 9
Second term ends.....Wednesday, March 16

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Monday, April 4
School entrance examinations in Andover
and New York City.....Friday and Saturday, May 20 and 21
Recitations close.....Thursday, June 9
Commencement.....Sunday, June 12
Third term ends.....Sunday, June 12

SUMMER VACATION—14 Weeks

Summer session begins.....Wednesday, June 29
Summer session ends.....Wednesday, August 24
Rooms ready for occupancy.....10 A.M., Monday, Sept. 19
Information about registering for the fall term will be sent to
all students during the summer.

First term ends.....Saturday, Dec. 17

CHRISTMAS RECESS—19 days

1950

Second term begins.....8.15 P.M., Thursday, Jan. 5
Second term ends.....Wednesday, March 15

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Monday, April 3
Recitations close.....Thursday, June 8
Commencement.....Sunday, June 11
Third term ends.....Sunday, June 11

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1838—1871
FREDERIC W. TILTON, A.M.	1871—1879
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873—190
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903—193
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.	1933—194
JOHN M. KEMPER, A.M., L.H.D.	1948—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

TRUSTEES

PRESIDENT

HENRY WISE HOBSON, D.D. CINCINNATI, OHIO
Elected 1947

CLERK

JOHN MASON KEMPER, A.M., L.H.D. ANDOVER
Elected 1948

TREASURER

JAMES GOULD, A.B. ANDOVER
Elected 1939

PHILIP LORING REED DEDHAM
Elected 1933

LLOYD DE WITT BRACE, S.B. BOSTON
Elected 1933

FRANCIS ABBOT GOODHUE, A.B. HEWLETT, L. I., N. Y.
Elected 1935

ABBOT STEVENS, A.B. NORTH ANDOVER
Elected 1935

ROBERT ABBE GARDNER, A.B. CHICAGO, ILL.
Elected 1938

JAMES PHINNEY BAXTER, III, PH.D., LL.D. WILLIAMSTOWN
Elected 1942

WILLIAM EDWARDS STEVENSON, L.H.D., LL.D. OBERLIN, OHIO
Elected 1943

LINDSAY BRADFORD, LL.D. NEW YORK, N. Y.
Elected 1943

CHAUNCEY BREWSTER GARVER, A.B. NEW YORK, N. Y.
Elected 1947

JOHN PETERS STEVENS, JR., A.B. PLAINFIELD, N. J.
Elected 1948

OFFICERS OF ADMINISTRATION

JOHN MASON KEMPER, A.M., L.H.D.	189 Main Street
HEADMASTER	Elected 1948

ALFRED ERNEST STEARNS, A.M., Litt.D., L.H.D., LL.D.	
HEADMASTER EMERITUS	4 Locke Street

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D.	
HEADMASTER EMERITUS	Chestnut Hill

JAMES GOULD, A.B.	210 Main Street
TREASURER	Elected 1939

HENRY HOPPER	15 School Street
ASSOCIATE TREASURER AND COMPTROLLER	Appointed 1915

OSWALD TOWER, A.B.	Hidden Field
DEAN OF THE FACULTY	Appointed 1910
<i>Instructor in Mathematics</i>	

GEORGE GRENVILLE BENEDICT, A.M.	80 Bartlet Street
DEAN OF STUDENTS	1930-1932, re-appointed 1937

JAMES RUTHVEN ADRIANCE, A.B.	6 School Street
DIRECTOR OF ADMISSIONS	Appointed 1937

STEPHEN WHITNEY, A.M.	Taylor Hall
ASSISTANT DIRECTOR OF ADMISSIONS	Appointed 1937
<i>Instructor in French</i>	

PHILLIPS ACADEMY

FLOYD THURSTON HUMPHRIES, A.B. 147 Main Street
DIRECTOR OF THE SUMMER SESSION Appointed 1937
Instructor in French

M. LAWRENCE SHIELDS, A.B. 48 Central Street
ALUMNI SECRETARY Appointed 1923
Instructor in Biology, 1923-1945

RICHARD SAWYER PIETERS, A.M. 25 Phillips Street
EXCUSING OFFICER Appointed 1938
Instructor in Mathematics

ALICE THACHER WHITNEY 59 Highland Road
RECORDER Appointed 1902

The Administration Offices are in George Washington Hall.
Office hours—Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M.
to 5 P.M. Appointments should be made in advance, if possible.

FACULTY

CHARLES EMERSON STONE, PH.B. Andover
Instructor in French, Emeritus

FREDERICK EDWIN NEWTON, PH.B. West Hartford, Conn.
Instructor in Mathematics, Emeritus

FRANK O'BRIEN, A.B. Andover
Instructor in English, Emeritus

GEORGE FRANKLIN FRENCH, A.M. Andover
Instructor in French, Emeritus

LESTER EDWARD LYNDE, A.M. Andover
Dean, Emeritus

ROY EVERETT SPENCER, A.B. Marin, Canton Neuchâtel, Switzerland
Instructor in English, Emeritus

HORACE MARTIN POYNTER, A.B. Durham, N. H.
Instructor in Latin and Greek, Emeritus

CARL FRIEDRICH PFATTEICHER, PH.D., TH.D. Lancaster, Pa.
Instructor in Music and Philosophy, Emeritus

FREDERICK WILLIAM HEATON STOTT, A.M. Andover
Instructor in English, Emeritus

FREDERICK MAY BOYCE, A.M. Barrington, R. I.
Instructor in Physics, Emeritus

OSWALD TOWER, A.B. Palmer House, Hidden Field
Instructor in Mathematics Appointed 1910

PHILLIPS ACADEMY

MONTVILLE ELLSWORTH PECK <i>Physical Director</i>	1 Highland Wayside Appointed 1916
LESTER CHARLES NEWTON, A.M. <i>Instructor in French</i>	29 Highland Road Appointed 1918
FRANK MAY BENTON, A.B. <i>Instructor in Latin on the John Charles Phillips Foundation</i>	9 Salem Street Appointed 1918
WINFIELD MICHAEL SIDES, S.B. <i>Instructor in Mathematics on the Martha Cochran Foundation</i>	89 Bartlet Street Appointed 1919
RAY ARTHUR SHEPARD, S.B. <i>Director of Physical Education</i>	Foxcroft 5 Appointed 1919
ROSCOE EDWIN DAKE, S.B. <i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	Greenough House, Hidden Field Appointed 1921
JOHN SEDGWICK BARSS, A.M. <i>Instructor in Physics on the George Peabody Foundation</i>	Quincy House, Hidden Field Appointed 1923
GUY JOHNSON FORBUSH, A.B. <i>Instructor in French</i>	Bartlet 5 1917-1920, re-appointed 1924
ALAN ROGERS BLACKMER, A.M. <i>Instructor in English on the Jonathan French Foundation</i>	215 Main Street Appointed 1925
SCOTT HURTT PARADISE, A.M. <i>Instructor in English</i>	Hidden Field 1924-1925, re-appointed 1926
KENNETH SMITH MINARD, A.M. <i>Instructor in History</i>	17 Salem Street Appointed 1928

PHILLIPS ACADEMY

GEORGE KNIGHT SANBORN, A.B. <i>Instructor in Mathematics</i>	Rockwell House Appointed 1928
EMORY SHELVEY BASFORD, A.B. <i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Bartlet 18 Appointed 1929
ALFRED GRAHAM BALDWIN, A.B., D.D. <i>School Minister and Instructor in Religion</i>	Weld House, Hidden Field Appointed 1930
ROBERT EDWARD MAYNARD, S.B. <i>Instructor in Mathematics</i>	1 Judson Road Appointed 1931
LEONARD FRANK JAMES, A.M. <i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	20 Highland Road Appointed 1932
LIONEL DENIS PETERKIN, A.M. <i>Instructor in Latin on the Elizabeth Milbank Anderson Foundation</i>	45 Salem Street Appointed 1932
FREDERICK ELLSWORTH WATT, S.B. <i>Instructor in Mathematics</i>	143 Main Street Appointed 1932
DOUGLAS SWAIN BYERS, A.M. <i>Instructor in Anthropology</i>	Phillips Street Appointed 1933
ARTHUR BURR DARLING, PH.D. <i>Instructor in History on the Ammi Wright Lancashire Foundation</i>	238 Main Street 1917-1918, re-appointed 1933
BARTLETT HARDING HAYES, JR., A.B. <i>Instructor in Art</i>	Phillips Street Appointed 1933
ROGER WOLCOTT HIGGINS, A.M. <i>Instructor in English</i>	21 Phillips Street Appointed 1933

PHILLIPS ACADEMY

- ALSTON HURD CHASE, PH.D. Bishop 30
Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation
 Appointed 1934
- NORWOOD PENROSE HALLOWELL, JR., A.B. 48 Salem Street
Instructor in English
 Appointed 1934
- FRANK FREDERIC DICLEMENTE, S.B. 157 Main Street
Instructor in the Department of Physical Education Appointed 1935
- JAMES HOOPER GREW, A.B. 169 Main Street
Docteur ès Lettres de l'Université de Paris
Instructor in French Appointed 1935
- HENRY PRESTON KELLEY, A.M. 3 Hidden Road
Instructor and Tutor in Spanish 1918-1928, re-appointed 1935
- FREDERICK SCOULLER ALLIS, JR., A.M. 20 Salem Street
Instructor in History Appointed 1936
- CHESTER ARCHIBALD COCHRAN, A.M. Bancroft 1
Instructor in French Appointed 1936
- GEORGE LITTLE FOLLANSBEE, A.B. 12 School Street
Instructor in Biology Appointed 1936
- STEPHEN WHITNEY, A.M. Taylor Hall
Instructor in French Appointed 1936
- WALTER HASENCLEVER Paul Revere 6
 Dr. Jur. Heidelberg University
Instructor in German Appointed 1937
- FLOYD THURSTON HUMPHRIES, A.B. 147 Main Street
Instructor in French Appointed 1937
- HART DAY LEAVITT, A.B. 195 Main Street
Instructor in English Appointed 1937

PHILLIPS ACADEMY

MILES STURDIVANT MALONE, PH.D. <i>Instructor in History</i>	193 Main Street Appointed 1937
WILLIAM HAYES BROWN, A.B. <i>Instructor in English</i>	Johnson Hall Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	25 Phillips Street Appointed 1938
*ROBERT WHITTEMORE SIDES, A.B. <i>Instructor in Mathematics</i>	Hidden Field Appointed 1938
JOHN BROMHAM HAWES, III, A.B. <i>Instructor in English, Assistant Dean of Students</i>	Adams Hall 1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin and Greek</i>	39 Salem Street Appointed 1940
HARPER FOLLANSBEE, A.B. <i>Instructor in Biology</i>	Bancroft Hall Appointed 1940
PATRICK MORGAN, A.B. <i>Instructor in Art</i>	173 Main Street Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Johnson Hall Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Lowell House, Hidden Field Appointed 1941
FRANCIS BERTRAND McCARTHY, A.B. <i>Instructor in English</i>	Adams Hall Appointed 1941
JOSEPH STAPLES, A.B. Diplômé de l'Université de Paris <i>Instructor in French, Director of Public Relations</i>	36 Salem Street Appointed 1941

*On leave of absence 1948-1949.

PHILLIPS ACADEMY

SUMNER CHASE COBB, S.M. <i>Instructor in Mathematics</i>	Bishop 10 Appointed 1942
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics and German</i>	Williams Hall Appointed 1942
THOMAS JOHN JOHNSON, S.B. <i>Associate in Physical Education</i>	11 School Street Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	154 Main Street Appointed 1942
PHILIP POTTER, A.M. <i>Instructor in Religion, Assistant Dean of Students, Director of the Bureau of Self-Help</i>	Tucker House Appointed 1942
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	Andover Cottage Appointed 1943
ELBERT COOK WEAVER, A.M. <i>Instructor in Physics and Chemistry</i>	32 Phillips Street Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	24 Salem Street Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Day 8 Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i>	49 Highland Road Appointed 1944
ARTHUR WELLESLEY HOWES, JR., A.B. Fellow of the American Guild of Organists <i>Instructor in Music</i>	42 Central Street Appointed 1944
RICHARD HARVEY SEARS, A.B., Ed.M. <i>Instructor in Latin</i>	Rockwell House Appointed 1944

PHILLIPS ACADEMY

JOHN SHAPLEIGH MOSES, A.B., B.D. <i>Instructor in Religion</i>	29 Central Street Appointed 1945
RALPH LESLIE SMALL, A.M. <i>Instructor in English</i>	Day 29 Appointed 1945
WILLIAM HENRY HARDING, A.B. <i>Instructor in History</i>	Taylor Hall Appointed 1946
FREDERICK ALMON PETERSON, JR., A.M. <i>Instructor in English</i>	Junior House Appointed 1946
CHARLES HENRY STEVENS, A.M. <i>Instructor in Latin</i>	Eaton Cottage Appointed 1946
WILFRED FREEMAN <i>Instructor in English and Director of Choral Music</i>	Paul Revere 23 Appointed 1947
ALLEN GEORGE GILLINGHAM, A.M. <i>Instructor in Latin</i>	34 Salem Street Appointed 1947
HAROLD HOWE, 2ND, A.M. <i>Instructor in History</i>	77 Bartlet Street Appointed 1947
FREDERICK MONIE LISTER, S.B. <i>Instructor in Mathematics</i>	Williams Hall Appointed 1947
PETER QUACKENBUSH McKEE, A.B. <i>Instructor in Physics</i>	153 Main Street Appointed 1947
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish</i>	Pemberton Cottage Appointed 1947
HAROLD JACK GEIKEN, A.B. <i>Assistant in Physical Education</i>	Draper Cottage Appointed 1948

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PANOS GHIKAS, M.F.A. <i>Instructor in Art</i>	Winchester Appointed 1948
ARTHUR LACHLAN REED, A.M. <i>Instructor in English</i>	141 Main Street Appointed 1948
JEHU BURR CARRINGTON THOMAS, B.E. <i>Instructor in Physics and Elementary Science</i>	Williams Hall Appointed 1948
VALLEAU WILKIE, JR., A.B. <i>Instructor in History</i>	73 Bartlet Street Appointed 1948

OLIVER WENDELL HOLMES LIBRARY

MRS. THERESA WALLEY RICHARDSON, S.B. <i>Librarian</i>	23 Salem Street
RUTH BROWN, A.B. <i>Chief Cataloguer and Custodian of the Charles H. Forbes Collection of Vergiliana</i>	137 Main Street
ELIZABETH EADES, A.B., S.B. <i>Reference Librarian</i>	67 Bartlet Street
MRS. DOROTHY B. BLOOM, S.B. <i>Assistant in the Library</i>	44 Whittier Street
VIRGINIA REMINGTON <i>Secretary in the Library</i>	North Main Street

PHILLIPS ACADEMY

ROBERT S. PEABODY FOUNDATION FOR
ARCHAEOLOGY

- DOUGLAS SWAIN BYERS, A.M. Phillips Street
Director
- FREDERICK JOHNSON, S.B. 1 Woodland Road
Curator
- ALFRED VINCENT KIDDER, PH.D. Cambridge
Research Associate in Southwestern Archaeology
- MARIE E. CAREY Lawrence
Secretary

ADDISON GALLERY OF AMERICAN ART

- BARTLETT HARDING HAYES, JR., A.B. Phillips Street
Director
- ANTOINETTE THIRAS 4 Upland Road
Secretary and Registrar

THE DEPARTMENT OF HEALTH

- JAMES ROSWELL GALLAGHER, M.D. 51 Highland Road
School Physician
- HENRY M. BARNHARDT, M.D. Boston
Associate School Physician
- THOMAS JOHN JOHNSON, S.B. 11 School Street
Associate in Physical Education

PHILLIPS ACADEMY

HAROLD JACK GEIKEN, A.B. <i>Assistant in Physical Education</i>	Draper Cottage
MRS. LUCIA PISKORSKI <i>Associate in Language Training</i>	78 Main Street
MRS. E. WELLS McLEAN <i>Associate in Language Training</i>	Methuen
MARGARET BARTLEY, A.B. <i>Assistant in Language Training</i>	Lawrence
DOROTHY A. GATES <i>Technician</i>	73 Chestnut Street
MRS. MARION COLE <i>Secretary to the School Physician</i>	North Main Street
JOAN WALSH <i>Dental Hygienist</i>	Boxford

THE DEPARTMENT OF ATHLETICS

RAY ARTHUR SHEPARD, S.B. <i>Director of Athletics</i>	Foxcroft 5
STEPHEN STANLEY SOROTA, S.B. <i>Coach of Football</i>	254 Main Street
JOHN WILLIAM MEANY, S.B. <i>Assistant Coach of Football</i>	Jamaica Plain

PHILLIPS ACADEMY

EARLE FREDERICK LITTLETON, S.B. Winchester
Coach of Lacrosse

JOHN FRANK BRONK Reading
Assistant in the Department of Athletics and Trainer

OTHER OFFICERS

GEORGIA R. MACDONALD 215 Main Street
Secretary to the Headmaster

NETTIE I. CROSBY Lawrence
Secretary to the Headmaster

ANN S. LESLIE 168 Highland Road
Secretary to the Treasurer

MARION E. HILL 93 Central Street
Purchasing Agent

MRS. EUNICE L. DAILEY 41 Summer Street
Accountant

MRS. AMY ROBINSON Methuen
Secretary to the Dean of the Faculty and to the Director of Admissions

RUTH M. WHITEHILL Porter Road
Secretary to the Dean of Students

MRS. RUTH A. WHITE 7 Cedar Road
Secretary to the Associate Treasurer

W. VERNE PORTER 139 Chestnut Street
Superintendent of Maintenance

PHILLIPS ACADEMY

MRS. ISABEL R. MURPHY <i>Secretary in the Maintenance Department</i>	30 Chestnut Street
MRS. RUTH P. ELLISON <i>Secretary to the Director of the Summer Session</i>	Ballardvale Road
MRS. HELEN B. CANNON <i>Alumni Recorder</i>	54 Salem Street
MRS. GERTRUDE B. HART <i>Assistant Alumni Recorder</i>	6 Fletcher Street
MEREDITH E. THIRAS <i>Secretary in the Alumni Office</i>	4 Upland Road
ROBERT A. LEETE <i>Manager of the Commons</i>	3 Highland Wayside
M. WILLARD RICHARDSON <i>Dietitian of the Commons</i>	81 Highland Road
ELIZABETH L. DEAN <i>Matron of Williams Hall</i>	Williams Hall

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ACADEMY PREACHERS 1948-49

September	26	Rev. A. Graham Baldwin
October	3	Rev. J. Edgar Park
	10	Rev. Robert Russell Wicks
	17	Rt. Rev. Henry W. Hobson
	24	Rev. Henry P. Van Dusen
	31	Rev. James Gordon Gilkey
November	7	Rev. A. Graham Baldwin
	14	Headmaster John M. Kemper
	21	Rabbi Morris S. Lazaron
	28	Rev. Morgan P. Noyes
December	5	Rev. A. Graham Baldwin
	12	Rev. Charles E. Park
	19	Christmas Vesper Service

During the winter term, 1948-49, a series of vesper services is to be held at 5:15 each Sunday evening. These services will be a choral evensong type of service. The talks will be given by Mr. Kemper, Mr. Baldwin and other members of the faculty.

April	10	Rev. Allan K. Chalmers
	17	Rev. A. Graham Baldwin
	24	Rev. Sidney B. Lovett
May	1	Rev. A. Grant Noble
	8	Rev. Robert L. Curry
	15	Rev. Palfrey Perkins
	22	Rev. Howard L. Rubendall
	29	Rev. A. Graham Baldwin
June	5	Headmaster John M. Kemper (Baccalaureate)
	12	(Commencement)

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds and morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and

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that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

The School was opened for instruction April 30, 1778, in a building which had earlier been used as a joiner's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger wooden school-house was built. On November 5, 1789, George Washington, President of the United States, visited Andover, and addressed the students assembled on the Old Training Field. In 1808 Andover Theological Seminary for the professional training of Congregational ministers was established, largely through the efforts of the Phillips family and Dr. Pearson, and this new foundation was committed to the Trustees of Phillips Academy. In 1907 the theological trusts were transferred to a newly created independent board of trustees, and in 1908 Andover Theological Seminary was removed to Cambridge.

The fourth principal, John Adams (1810-1833), raised the repute of the school, increased the attendance, and enlarged the

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number of teachers. The second school-house was burned on January 28, 1818, and a new brick Academy designed by the famous architect Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, *The School Boy*, is still in use. In 1834-36 the dormitories known to so many generations of Phillips boys as "Latin Commons" and "English Commons" were built under the direction of Samuel Farrar, treasurer of the Academy.

Samuel H. Taylor, whose reign of thirty-three years is as yet the longest in the school history, was elected principal in 1838. He was a strong and vigorous personality, who made an enduring impression on all who came under his influence. In 1866 a new Academy Building was erected through the gifts of many friends; it was afterward twice reconstructed, and finally razed in 1928. Dr. Taylor died on January 29, 1871, in the vestibule of the Academy Building.

The modern period of the School's history began in 1873 with the arrival of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. He made a complete revision of the curriculum, greatly broadening the range of studies and enabling the school to meet the entrance requirements of any college or scientific school, and he gathered about himself a larger and more efficient body of teachers. The attendance increased: in 1873 there were 262 pupils; in 1895, 524; and after 1892 the number never dropped below 400. Dr. Bancroft also strove to secure additions to the equipment; dormitories, a good laboratory, and the Borden Gymnasium were built through his efforts.

On June 5 and 6, 1878, Phillips Academy celebrated its centennial anniversary with elaborate exercises. At this time a fund of one hundred thousand dollars was raised, partly for the endowment of the principal's chair and for one in Latin.

In 1901 the Trustees accepted a museum and large foundation

for research in American Archaeology, the gift and legacy of Robert Singleton Peabody and his wife, Margaret Augusta Peabody.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. During the first World War the ambulance unit of Phillips Academy, which sailed overseas in April 1917, was the first to be organized by any American school. Of the alumni two thousand three hundred were enrolled in the military or naval service of the United States or its allies. The Memorial Tower, with a carillon of bells, commemorates the loyalty of the eighty-seven who gave their lives for their country. In 1920 more than one and a half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall was built and the centre of the School permanently fixed in its present site. In the later years before that event, and in years succeeding, many other important buildings were given to the Academy, and the devotion of its alumni and friends has enlarged its endowment.

On May 18 and 19, 1928, Phillips Academy observed its sesquicentennial anniversary, at which the principal address was made by Calvin Coolidge, President of the United States.

The Sesquicentennial ushered in a period of physical expansion unexampled in the history of the school. Within four years Samuel F. B. Morse Hall, Paul Revere Hall, the Oliver Wendell Holmes Library, the Moncrieff Cochran Sanctuary, the Commons, the Andover Inn, the Addison Gallery of American Art, and the Cochran Church were all added to the school's equipment. With the addition of these buildings Andover not only became one of the most beautiful schools in America but also gained unequalled facilities for stimulating the intellectual and cultural

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interests of the students. By the Enabling Act of 1929 the Trustees were empowered to hold property, real and personal, without limitation as to amount.

In 1933 Dr. Alfred E. Stearns, for thirty years Headmaster, who more than any other had built up the school's position and reputation, was forced through ill health to resign. Professor Charles H. Forbes, who for over forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During the ensuing fifteen years the curriculum was revised to its present form, and a number of buildings were added to the school plant. Long before December 1941, Andover men were in active military service, and by the end of World War II over three thousand alumni, of whom one hundred forty-two gave their lives, served in the armed forces of the United States and her allies.

The war years saw the establishment in 1942 of the Andover Summer Session, designed to enable boys to complete their secondary education before entering upon active service. The Session is now continued as a regular feature of school life.

After the retirement of Dr. Claude Moore Fuess, on July 1, 1948, John Mason Kemper took office as Headmaster of Phillips Academy.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle socially with other boys from all sections of the country, some rich and some working for their education,

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but all valued for themselves rather than for their positions or their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly coöperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

THE COURSE OF STUDY

The curriculum of Phillips Academy provides instruction in several fields for every boy. It aims to consider the tastes, ambitions, and abilities of the individual boy without omitting in other fields those contacts which will be essential for sympathetic and intelligent reactions to the life about him. It is planned for boys who will enter college and scientific school, and instruction is given in all subjects required for entrance to higher institutions. Class-room groups are small enough to permit individual atten-

tion. Students are placed in sections fitted to their attainment and ability.

The program of studies is given in detail on pages 41-44, but it may be noted here that boys who take the full four-year course usually study English during each of the four years, history during each year, mathematics for at least three years, science for at least two years, and foreign languages during at least three years. They also complete additional work in one or more of these fields. Furthermore, in the Lower Middle year they study the development of religious ideas; in the Upper Middle year they take a course in the appreciation of art and of music; and in the Senior year they may choose certain of their courses from a long list of elective subjects. Opportunity for practical work in art and in music is also provided.

It is highly desirable that applicants, in particular those for the Upper Middle and Senior Classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

CLASS OFFICERS

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests. The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable.

PLAN OF RESIDENCE

Andover students live together in the academy dormitories or in faculty houses. Each dormitory or house is under the close supervision of the instructor who lives in it. Boys may room alone or with a roommate. The youngest boys live in the Williams Hall

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unit,—dormitories with their own dining hall, group of proctors, and special regulations. The more mature Juniors live in Rockwell House. In these buildings the boys receive the special care suited to their age. As boys make a successful transition from the home to school life and learn to use wisely the school's freedom, they move into the larger dormitories.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the school is based upon the belief that education at its best involves the development of ethical idealism, spiritual insight, and Christian character. These qualities are essential in learning "the great end and real business of living." The Headmaster and faculty recognize that the total program of the school should be grounded upon and consistent with the finest ethical and religious values man has discovered. To a certain degree, therefore, Andover's whole educational policy is dominated by a belief in the importance of ethics and religion.

The program of the school includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. *Attendance at daily Assembly and at the church service on Sunday is required. The Sunday

*Upon written request from their parents or guardians students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

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Services are conducted by the Headmaster, by the School Minister, and by visiting clergymen of various denominations. The Academy Church is a non-sectarian body with membership open to all. The Society of Inquiry and Circle A are student organizations which develop each year their own programs along lines of community welfare work, forum meetings, and discussion groups.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

THE ACTIVITIES PROGRAM

For a short period after luncheon or for a little longer period after dinner boys may devote some of their unassigned time to non-athletic extra-curricular activities. Boys are then free, if they wish, to participate in hobbies—printing, model planes and railroads, studio art, radio, and dramatics—for all of which equip-

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ment and instruction are provided. Some boys do some extra laboratory work, woodworking or birdbanding. Others work on the publications, sing in the Glee Club, or play in the Orchestra or Band. There are groups for the study of and participation in aviation, rifle shooting, stamp collecting, and yacht racing. Debating enjoys deserved popularity, and the Wednesday noon meetings of Philo in the well-appointed debating room in Bulfinch Hall are well attended. The program is flexible, differing from year to year, and purely voluntary. Encouragement is given to boys who wish to pursue a healthful and useful hobby.

LECTURES AND CONCERTS

During each school year a varied program of lectures and entertainments is given, without charge to members of the student body, in the Meeting Room in George Washington Hall. In recent years speakers at the Academy have included Maurice Hindus, Bruce Bairnsfather, Dorothy Crawford, Martin Bovey, Bradford Washburn, Cecil Brown, Sumner Welles, John P. Marquand, and Samuel Eliot Morison. Among the well-known concert artists who have appeared on the stage of the Meeting Room are Olga Coelho, Ruth Posselt, Richard Dyer-Bennett, Jan Smeterlin, Malcuzyński, the Don Cossacks, The New England Opera Theater, the American String Quartet and the Ballet Russe de Monte Carlo.

In addition to this regular annual program of entertainments, numerous informal talks are given by faculty members and outside speakers for interested groups of students, and the stage of the Meeting Room is used for presentations by the Academy Dramatic Club and for plays given by the Foreign Language Departments. On Saturday evenings and special occasions motion pictures are shown in the Meeting Room, and frequent informal student entertainments and speaking contests are also held there.

HEALTH SUPERVISION

Under the supervision of the School Physician a definite program is carefully followed in an effort to improve each student's health, to prevent disease or to control its spread, to maintain a satisfactory community hygiene, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, and proper recommendations are made and a report sent to the parents.

The Department of Health supervises the correction of reading and spelling disabilities, speech difficulties, and postural defects, and urges parents to call to its attention any evidence of personality traits which might interfere with a boy's optimum adjustment. The body-building program is also under the supervision of this Department.

The Isham Infirmary is a modern, well-equipped small hospital, efficiently managed and attentive to each individual's needs and comfort. Six graduate nurses are in residence during the entire school year, and this number is increased when necessary. Excellent laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are cared for by the School Physician. A staff of consultants, including several prominent Boston physicians and surgeons, is available. These men also are members of this department's Advisory Board, and they meet and discuss with the School Physician problems and policies of health administration as they arise. At the present time the members of the Advisory Board are Drs. Arthur W. Allen, W. Lloyd Aycock, Franklin G. Balch, J. Dellinger Barney, Donald King, Edwin Place, George Tobey, George Van Gorder and Mr. Robert J. H. Kiphuth. It is the policy of the department to seek expert advice without hesitation in order to assure the student of the best medical opinion. Cases requiring major surgi-

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cal procedures are hospitalized in Boston unless the parent prefers otherwise. Parents are notified promptly of any illness and are kept well informed concerning its course.

Complete modern facilities for the care and repair of teeth are available at the Infirmary, a full-time dental hygienist is on the staff, and capable Boston dentists make visits at regular intervals, so that fillings and other dental work may receive efficient attention without the necessity of trips out of town. Dr. C. P. Bonin, a Boston dentist who specializes in the straightening of teeth, is at the Infirmary two days each week. Orthodontia which has been begun at home may be carried on here by this specialist, in cooperation with the student's own dentist.

There is no charge for care of students confined to the Infirmary because of illness, no matter how prolonged the patient's stay, but parents are responsible for all dental care, and for the fees of consulting physicians and private nurses in the rare instances when these are necessary. A low-cost medical and surgical reimbursement plan, designed to assist parents in budgeting those hospital and consultants' charges, is provided.

The Academy rules require that each student upon entering school present either a scar of vaccination against smallpox or a physician's certificate stating the date of vaccination, and also evidence of having had a negative Schick Test or of having had the toxoid or toxin-antitoxin prophylaxis against diphtheria. Tetanus Toxoid immunization is strongly advised and is given to all entering students who have not previously had this protection.

PHYSICAL TRAINING

All students are required to take some form of supervised exercise at least four times a week throughout the school year. In addition, four half-hour periods of body-building per week are re-

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quired of every boy. Upon entering the School each boy is given a careful physical and medical examination. He is also given a physical efficiency test. If he passes this, he may elect the sport which he desires to follow. If he does not pass it, he is given special developing exercises suited to his particular needs. Special attention is given to those who lack normal development or have postural defects. The greater part of the exercise of the normal boy is taken in the form of sports, either with the School teams or with one of the four athletic groups into which the School is divided in order that students may compete with others of their own size, age, and ability. Special emphasis is placed on conditioning exercises for all school teams and for intramural teams in all sports. No student is allowed to compete on School teams without permission of the Director of Physical Education. The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physician's services shall be rendered and infirmary care provided without charge.

REQUIREMENTS FOR ENTRANCE

The requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its minimum requirements, it is necessary to discriminate among the candidates on the basis of their records and promise. Geographical distribution and priority of application are among the factors that must be taken into consideration. It is highly advisable to make application before April 15 of the proposed year of entrance. Character, personality, and breadth of interest play a large part in the selection of applicants, which is not made on the basis of scholarly attainment alone. Candidates for entrance should take examinations as directed by the Admissions Office, and each applicant is asked to take the Aptitude Test; but the general school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. Only a small number can be received in the Senior Class and a slightly larger number in the Upper Middle Class. It is much easier, as well as more profitable, to enter a lower class at the appropriate age than to secure admission to a higher class later.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 41-44. This outline indicates the work which is done each year by a student who is neither behind nor ahead of his class in any subject. *It is not required that all the studies of a student shall be in the class in which he is rated. He is permitted to take individual subjects below or above that class if his preparation in the prerequisites of those subjects justifies such action.* But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years. Students entering

any of the three upper classes may, in some instances, receive credit for courses taken at their previous schools as a substitute for the Academy's minor courses.*

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from their performance on the Aptitude Test and on entrance examinations in Arithmetic and in English, which most candidates for the Junior Class are required to take. The examination in Arithmetic covers common and decimal fractions, square root, denominate numbers, percentage, and interest. The examination in English tests the candidate's knowledge of grammar, his ability to understand what he reads, and his skill in writing. In grammar the candidate will be tested on his knowledge of the parts of speech and the uses of words, phrases, and clauses in the sentence. His skill in comprehension will be tested by his analysis of simple passages of prose and poetry. The composition will test his skill in organizing ideas and developing them in coherent paragraphs of simple narrative and expository writing.

Some acquaintance with a foreign language is helpful; although not essential, it is recommended. Boys who have a sufficient knowledge of Latin to enter an advanced section of Latin 1 should write an entrance examination in Latin also; and those who have studied Algebra should write the examination for

*See page 41.

entrance to Mathematics 1 (comprehensive). The Latin examination will be based on the Latin Beta requirements of the Secondary Education Board; and the Comprehensive paper will be upon the topics covered in Part I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill)—enlarged edition.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Cp. paper will be placed in advanced sections of Junior Latin.

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, in addition to the Aptitude Test, examinations are required on the work of the Junior year in Algebra, in English, and in foreign language. This work is outlined on page 42 and is described in pages 45-72. *In many instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language in the pamphlet of sample examination papers (see page 40).* Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Cp. (Gamma), and French Cp. (II or III) examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2* respectively.

UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should, in most cases, write the Academy's examination for entrance to English 3 and

*See pages 49-51.

the Aptitude Test. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits, by certification or examination, which cover the work of the Academy's three lower years or its equivalent. The Aptitude Test and an examination for admission to English 4 are usually required as a minimum.

PROCEDURE IN APPLYING

In making application for admission to the Academy for the coming year a detailed form should be filled out carefully and completely and forwarded to the Director of Admissions, together with a small photograph or snapshot of the boy. This form may be secured by writing to the Admissions Office or by returning the Preliminary Form in the back of this catalogue. Letters from two of the applicant's teachers and one or two additional sources should be sent in directly from the writers to the Academy at the earliest possible date. Letters from other than teachers are most useful when they come from scoutmasters, camp directors, and others who have had an opportunity to observe the boy on frequent occasions and can write in some detail. *Whenever possible, it is desirable that boys come to Andover for an interview. Appointments for such interviews should be made in advance.*

Complete official records of the applicant's work and standing in schools formerly attended are required. The Academy generally sends a preliminary request for this information immediately on receipt of the final application form.

Each candidate should take in May such examinations as the requirements outlined on pages 35-38 demand. *Boys should not*

count on qualifying by means of September examinations without definite assurance from the school authorities of the possibility of their admission in this way.

Rooms are assigned to incoming students during the summer, *in the order in which their admission applications are filed.* A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 32-33) for the Academy's regulations regarding immunization against certain infectious diseases.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Friday and Saturday, May 13 and 14, 1949. The schedule of hours is announced in April. The examinations will be given as follows:

In Andover: George Washington and Samuel Phillips Halls,
Phillips Academy;

In New York: Room 207, Union Theological Seminary;

In other cities by special arrangement.

For examinations in Andover there is a fee of \$2.00. For those taken elsewhere a fee of \$5.00 is required.

The Secondary Education Board's examinations (which may be used for entrance to the Junior and Lower Middle classes) will be given in many cities on May 26 and 27.

On Monday, September 19, 1949, the Academy examinations will be held in Andover only, according to a schedule of rooms and hours announced at that time. (Note carefully the statement above regarding September examinations.)

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A pamphlet of sample examination papers will be supplied upon request without charge. The Secondary Education Board, Milton, Massachusetts, publishes a pamphlet, "Definition of the Requirements for 1949," which includes helpful information about the Board's English III and IV, Mathematics III and IV, Latin Cp. and French Cp. requirements for the Junior or Lower Middle Class. The cost of this pamphlet is fifty cents, postpaid. (See footnotes under the statement of requirements for each of these classes.)

ROOM EQUIPMENT AND CLOTHING

The Academy furnishes each room with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student, but no additional electrical appliances are permitted. Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name. The Academy does not issue a detailed list of necessary equipment, but all boys are advised to bring extra bedding and warm clothing for the winter months. Athletic equipment is provided for varsity and junior varsity teams in most sports, but all boys are advised to bring whatever equipment they already own.

Parents are referred to the statement on "General Regulations" (pages 73-74) for further information.

COURSE OF STUDY

1948-1949

*SYNOPSIS OF COURSES

As the curriculum is planned to effect a progressive development, it is desirable for the student to take the entire course in the Academy. Admissions to the two upper classes are therefore limited to a small group.

In choosing his course of study, the student should consider as early as possible what college or technical school he intends to enter. A proper choice of course and of elective subjects will prepare fully for any higher institution.†

For full membership in a given class students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

During his four years in the Academy a student who enters the Junior Class ordinarily takes the following major courses, a major course being one which meets four or five times a week: English 1, 2, 3, 4; Foreign Language 1, 2, 3; a second Foreign Language 1, 2; Mathematics 1, 2, 3; Science; History 4; and one elective major course. In addition, he takes minor courses in History, Religion, Elementary Science, and Art and Music. The distribution of subjects is described on the following pages, with exceptions indicated. The Description of Courses begins on page 45.

*See page 35, third paragraph.

†See page 28, "Class Officers."

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Junior Year

English 1	4	hours a week
*Foreign Language A1	5 or 4	" " "
Mathematics 1	5	" " "
Elementary Science	3	" " "
History 1	3	" " "
<hr/>		
Total	20 or 19	" " "

Lower Middle Year

English 2	4	hours a week
Foreign Language A2	4	" " "
†Foreign Language B1	5 or 4	" " "
Mathematics 2	4	" " "
Religion	2	" " "
History 2	2	" " "
<hr/>		
Total	21 or 20	" " "

Upper Middle Year

English 3	3½	hours a week
Foreign Language A3 or ‡Science	5 or 4	" " "
Foreign Language B2	4	" " "
Mathematics 3	4	" " "
History 3	3	" " "
Art and Music	2	" " "
<hr/>		
Total	21½ or 20½	" " "

*Latin, Greek, French, or German.

†One of the foregoing not taken in Junior year, or Spanish.

‡Biology, Chemistry, or Physics.

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Senior Year

English 4	4	hours a week
History 4	5	" " "
‡Science or Foreign Language B3 (whichever is not taken in U.M.)	4	" " "
Elective (Major)	4 or 5	" " "
Elective (Minor)	2 or 1	" " "
Total	19	" " "

‡Biology, Chemistry, or Physics.

The following modifications in the foregoing program may be made:

- (a) A student who takes three years of Latin and two years of Greek is allowed to omit Art and Music, and in his Senior year may take any two of Greek 3, Science, History 4.
- (b) Candidates for any college which requires Mathematics 4, Chemistry, and Physics may omit the third year of a foreign language, if such omission is necessary to avoid an excessive schedule.
- (c) Students whose previous work in foreign language has been of superior quality may, by special permission, take two foreign languages in the Junior Year.
- (d) Students who enter the Senior year with insufficient credit in foreign language may take German 1-2 or Spanish 1-2, for the purpose of establishing credit for two years' work in one of these subjects.
- (e) In exceptional cases, incoming Upper Middlers and Seniors may, by special permission, meet the Academy's diploma requirements on completion of two units in each of two foreign languages, in addition to four units in mathematics and two in laboratory science.

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SENIOR ELECTIVES*

English 5	3	Mechanical Drawing	2
French R	2	Chemistry S	1
French C	2	Physics S	2
German 1-2	6	Introduction to Art and Music	2
German 4A	2	Studio Art	2
German 4B	2	Advanced Art	2 or 4
German 5	2	Harmony	2
Greek 1-2	5	Piano or Organ	2
Greek 4	1	Senior Music Appreciation	2
Spanish 1-2	6	Music Major	4
Latin (Horace)	1	Religion 2	2
History 5	1	Anatomy	2
Mathematics 5A	2	Anthropology	2
Mathematics 5B	2	Philosophy	2
Mathematics 6	1	Public Speaking	2
Mathematics 7	4	Social Problems	2

*Any course in the Catalogue not previously taken may count as a Senior Elective with the exception of first-year language courses.

DESCRIPTION OF COURSES

ENGLISH

The purposes of the English courses are primarily to develop skill in speaking and writing, to teach students how to read, to develop criteria for evaluating books, and, through the study of literature, to deepen the students' understanding of men and experience.

These purposes are accomplished chiefly by frequent practice in speaking and writing, by close-reading, by sustained attention to problems of syntax and rhetoric, by concentrating in class upon representative texts until they have been mastered, and, finally, by extensive collateral reading.

Sections are small, ranging in size from ten to fifteen. After the first year the ablest boys are assigned to honors sections, where they do advanced work and are encouraged to develop their own literary skills. Classroom instruction is supplemented in each year by conferences with individual students.

The following course descriptions indicate the kinds of work done in each of the four required years of English and in an elective course in American Literature. A syllabus of the work of each year cannot be given here. Continuity is maintained throughout the English program and the main emphases are established by the Department, although selection of specific textbooks and other teaching materials is left to the individual teacher so that he may shape his course most effectively to the needs of his students. Consequently texts may vary from year to year and from teacher to teacher.

ENGLISH 1. Four hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill

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in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository themes; (4) sustained instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *A Book of Short Stories*, edited by Pugh (Macmillan), Masfield's *Dauber* (Macmillan), *Julius Caesar*, *A Tale of Two Cities*, *Great Expectations*, *The Yearling*, *Lively Lady*, *Yesterday and Today* (Harcourt, Brace), *Correct English*, edited by Tanner (Ginn and Co.).

ENGLISH 2. Four hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story and the novel, the drama, poetry and the familiar essay; (7) continued study of the techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Short Stories*, edited by Schweikert (Harcourt, Brace), *David Copperfield*, *The Rise of Silas Lapham*, *The House of the Seven Gables*, *Arrowsmith*, *The Merchant of Venice*, *Romeo and Juliet*, *Poems for Modern Youth*, edited by Gillis and Benet (Houghton, Mifflin), *Poems for Enjoyment*, edited by Liberman (Harpers), *An Inland Voyage*, *Travels with a Donkey*, *A Handbook of English*, edited by Harris, Roberts, Johnson (Oxford).

ENGLISH 3. Four hours, three requiring outside preparation. The prepared hours are devoted to (1) literature and (2) rhetoric. The unprepared hour is devoted to oral English, close-reading,

writing. The five main types of literature—fiction, the drama, the essay, biography, poetry—are studied in representative texts of graduated difficulty with continued emphasis upon close reading, explication, and discussion.

There are frequent long themes and class papers. The emphasis in this course is upon writing. This involves sustained attention to problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Henry Esmond*, *Victory*, *Of Human Bondage*, *Fortitude*, *Ethan Frome*, *The Mayor of Casterbridge*, *Bacon's Essays*, *Milestones of the Drama* (Harcourt, Brace), *Macbeth*, plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harpers), the poems of Browning, *John Brown's Body*, *An Introduction to the Study of Poetry* (American Book Co.)

ENGLISH 4. Four hours, all requiring outside preparation. The work of this course gives training, on an advanced level, (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. This course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, research projects, and original work.

Representative texts are *Tess of the D'Urbervilles*, *The Return of the Native*, *The Scarlet Letter*, *The Forsyte Saga*, *The Great Gatsby*, *Understanding Fiction*, edited by Brooks and Warren (Crofts), *Great Modern Short Stories*, edited by Cerf (Modern Library), *Hamlet*, *Othello*, *Henry IV, Part 1*, *King Lear*, *Antigone*, selected plays of Ibsen, Shaw, Galsworthy, O'Neill, *British Poetry and Prose*, edited by Lieders, Lovett, Root (Houghton, Mifflin), *Current Thinking and Writing*, edited by Bachelor and Henry (Appleton-

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Century), *Straight and Crooked Thinking* (Simon and Schuster), Strachey's *Queen Victoria* (Harcourt, Brace), *Understanding Poetry*, edited by Brooks and Warren (Holt).

In each English course, in addition to assigned reading, students do collateral reading which is guided by the English teacher.

In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

ENGLISH 5. Three hours. An elective course open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English.

The object of the course is to examine and interpret significant phases of the development of culture and civilization in the United States by a reading and study of selected books in American literature. Among others, the following American authors are studied carefully: Franklin, Thoreau, Emerson, Hawthorne, Melville, Whitman, Dreiser, O'Neill, Wolfe. Through the study of these men the course seeks to analyze the main trends of American thought as expressed in our literature. This study is supplemented by extensive outside reading in Parrington and Mumford to gain an understanding of American literature as the product of certain forces and ideas which have characterized American intellectual development. All books chosen for close reading are studied in their proper historical setting. Though there is no instruction in the art of composition as such, there are frequent reports and essays on topics appropriate to the course. The anthologies used in the course are *Major American Writers*, by Jones & Leisy (Harcourt, Brace), and *American Thinking and Writing* (Appleton-Century).

PUBLIC SPEAKING

Two hours. It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first two years.

In the Senior year an elective course provides training in the delivery of memorized selections, in expository speeches, and in brief writing and argumentative speeches. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The text used is Sarett and Foster's *Basic Principles of Speech* (Houghton, Mifflin).

*FRENCH

The French Department offers a continuous four-year course, conducted exclusively in French, in which the emphasis is laid on the acquisition of the four skills outlined in Dr. Emile de Sauzé's famous "Cleveland Plan." Students are taught to understand the written and the spoken word, and to express themselves in French both orally and on paper. English is at no time used in class. The entire program is based on learning French as a living language, approximating as closely as possible, within the restrictions of the classroom, the same conditions for learning a foreign language as exist for learning English.

This method has been in effect since 1945 with the encouragement of the colleges for which Phillips Academy prepares its students. The disciplinary value of a thorough grounding in grammar is not abandoned, but this grammar is learned in French. There is no formal translation from French into English; books are read to be understood and enjoyed. From the first month of their study of French, students are taught to deliver

*See footnote on page 55.

brief talks in French on assigned topics and to write free compositions. In the later years they are taught something of the history and traditions of the French people, in the hope that this knowledge will contribute to better international understanding.

Many reading texts are imported from Canada or from France, in their original form, without English footnotes or vocabulary. Each student must provide himself with a French dictionary, and is taught to learn the meanings of new words from words already understood, and not by memorizing an English equivalent. The only use of English at present is in special sections of French 2 and French 3, for new students who have been taught exclusively by the traditional method. In these sections the same texts are used and the same examinations given, but English may occasionally be employed until the students become completely adjusted to the "Andover system."

FRENCH 1. Four hours. Texts: E. B. deSauzé: *Nouveau cours pratique de français pour commençants*, John C. Winston Co., lessons 1 to 27.

FRENCH 2. Four hours. Texts: E. B. deSauzé: *Nouveau cours pratique de français pour commençants*, completed. E. Malakis: *Intermediate French Functional Grammar and Conversation*, Henry Holt and Co.; C. Aveline, *Voiture 7, Place 15*, Emile Paul, Paris.

FRENCH 3. Four hours. Texts: Dubrulle and Manser, *French Composition and Pronunciation Exercises*, Ginn and Co.; Liebling and Sheffer, *La République du silence*, Harcourt, Brace and Co.; G. Chinard, *Scènes de la vie française*, Ginn and Co.

FRENCH 4. Four hours. Texts: D. W. Alden, *Introduction to French Masterpieces*, Appleton-Century Co.; Wilson and Herbert: *Through French Eyes*, Putnam and Sons.

In addition to the above, the French Department offers two special two-hour courses for students whose programs do not permit a four-hour course:

FRENCH R. Two hours. For students who have credit for two years of French. Text: Schinz, Robert and Giroud: *Nouvelle anthologie française*, Harcourt, Brace and Co.

FRENCH C. Two hours. For students who have credit for three years of French. Texts: Kay and Dondo: *Intermediate French Conversation* and *Advanced French Conversation*, D. C. Heath and Co. Picard and Black: *Manuel de conversation française*, D. C. Heath and Co.

*GERMAN

The Department of German offers a continuous course, covering four years, in which the emphasis is laid upon fluency of reading and the use of the spoken language.

GERMAN 1. Four hours. This course gives the grammatical background, the skeleton of the language, and the simple forms of conversation. It emphasizes clarity of expression, vocabulary, and the ability to handle a language more highly inflected than the English. Reading begins in the middle of the winter term. Varied texts, such as the Hagbold series of stories and fables, other well-known stories at the appropriate level, and much sight-reading material furnished by the instructors are read during the rest of the year. *The Concise German Grammar*, by Vos, has been used as the elementary work-book in recent years.

GERMAN 2. Four hours. The course amplifies reading knowledge and vocabulary. It starts with the reading of Diez's *Begin-*

*See footnote on page 55.

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ning *German for Colleges* (Oxford Press), with emphasis on the grammatical and syntactic background of the language, and continued work in conversation. Reading of modern texts (mostly 20th century German) and, occasionally, the reading of a classical work, such as *Wilhelm Tell*, complete the course.

GERMAN 3. Four hours. This is an advanced course which develops and continues the above courses. The classes are conducted in German as much as possible. Reading material includes novels by Keyserling, Mann, Hausmann, Bahr, and other modern writers. Dictation in German on various literary and scientific topics is frequently given, including excerpts from the classics.

GERMAN 4, for Seniors, is given in two sections of two hours each, which may be taken separately or jointly. One emphasizes the handling of advanced German in dictation and conversation, and ends with the reading of classic poetry and excerpts from Goethe's *Faust* at the end of the year. The other deals with literary and scientific modern texts.

For advanced pupils who have completed the higher courses, at the Academy or elsewhere, a GERMAN 5 course of two hours is given, which is designed to keep the knowledge of the language alive and growing, and uses material adapted to the individual knowledge of the boy.

GERMAN 1-2. Six hours. This course is designed for Seniors who wish to continue German in college or need it as a background for scientific and mathematical studies. Meeting six periods a week, it affords an opportunity for accelerated grammatical instruction and reading. Credit for two units of German is given upon successful completion of this course.

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GREEK

GREEK 1. Four hours. This course is devoted mainly to forms and the most essential principles of syntax. White's *First Greek Book* (Ginn and Co.) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works, or an equivalent, with sight reading from other Attic prose authors, some translation from English into Greek, and grammar reviews.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

Properly qualified Seniors and Upper Middlers may take Greek 1-2, five periods a week, which covers in one year the essential material of Greek 1 and Greek 2. This course uses Chase and Phillips' *A New Introduction to Greek* (Harvard University Press).

A course on the Greek Old and New Testaments, GREEK 4, is offered as a Senior elective.

LATIN

LATIN 1. Five hours. This course is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in Pearson's *Essentials of Latin* (New York Edition—American Book).

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There is constant practice in the reading and writing of simple prose, and in observing the relation of Latin to English words. The course aims at a thoroughly dependable foundation for subsequent reading and study. As a prerequisite, candidates must have a competent knowledge of the fundamentals of English grammar.

LATIN 2. Four hours. The aim of the course is to extend and build on the linguistic foundations laid in **LATIN 1**. For this end Books 1-4 of the *Gallic War* of Caesar, or equivalent amounts from a second year book, are studied. The study of vocabulary includes the mastery of the word list recommended by the College Entrance Examination Board for second year. Ample time is allotted to prose composition. There is continual practice in sight translation and reading aloud. An attempt is also made to show the importance of Caesar in the history of his time. The course therefore is in all ways introductory to the study of Cicero and Vergil.

LATIN 3 (CICERO). Five hours. This course has a threefold purpose. Linguistically it aims at teaching students to read Latin prose writings with increasing ease. Historically it tries to present a picture of Cicero's life and times and to compare and contrast his period with our own. Culturally it endeavours to assess the literary importance of Cicero, as the creator of a prose style which influenced the literature of Western Europe for centuries. To achieve these purposes selections are read from both the forensic and political speeches, from the philosophical writings and the letters of Cicero, as well as passages from other prose authors. There is constant practice in sight translation and a study of vocabulary. Students who have done very good work in **LATIN 2** and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

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LATIN 4 (VERGIL). Five hours. In this course an effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and in metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the *Metamorphoses* of Ovid and excerpts from other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six or seven books of the *Aeneid*. Vocabulary study includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world. A knowledge of this background is developed by lectures, incidental comment, and classroom discussion, supplemented by assigned reading. Topics in the private life and customs of the Romans are studied and illustrated. The Academy possesses more than a thousand photographs for this purpose.

LATIN 5 (HORACE). One hour. In this course selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

The Department of Spanish offers a continuous course, covering four years, in which the emphasis is laid upon fluency and

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or
(Footnote continued on next page)

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clarity of oral expression and an ability to read and write the language with understanding and appreciation.

SPANISH 1. Four hours. This beginning course gives an adequate grammatical background and gradually abandons the mother tongue as the year progresses. The students are trained to express themselves in simple, idiomatic Spanish. The texts are Leslie's *Spanish for Conversation* (Ginn and Co.) and Kasten and Neale-Silva's *Lecturas Escogidas* (Harper), with as much additional reading as possible at an appropriate level.

SPANISH 2. Four hours. This is a continuation course placing more emphasis on reading and vocabulary building, including the use of synonyms and antonyms. Oral speeches are stressed with some emphasis on extemporaneous speaking. Walsh's *Repaso* (Norton) is used, and such readers as Pattison's *La Fuente de las Calaveras* (Crofts), and Olmsted and Grismer's *Spanish Short Stories* (Ronald).

SPANISH 3. Four hours. This is an advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish in so far as is feasible. The main texts, supplemented by additional readings, are *Alternate Spanish Review Grammar and Conversation* by Carnahan, Seymour and Hespelt (Heath) and *Pensativa* by Goytortúa (Crofts).

SPANISH 4. Four hours. This course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary, and a fairly fluent conversational

German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

ability. Constant use of the Spanish language in the classroom discussions and written material is required. The basic texts are Romera-Navarro's *Historia de España* (Heath) for historical and cultural background, Sims and Switzer's *Repaso y Composición Revised* (Heath) for a thorough grammatical review and guidance in composition and written expression, and Walsh's *Cuentos Criollos* (Heath) as a portrayal of Spanish American life. Other texts serve to supplement these.

SPANISH 1-2. Six hours. This is a course designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2.

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. Classical History is given in the Junior year as work is begun in Greek or Latin. European History comes in the Lower Middle year as the students take up French or German. English History for Upper Middlers is planned to fit with their study of English. American History for Seniors is designed to lay historical foundations for subsequent work at college in History, Government, Economics, and related subjects.

For their second purpose, the courses in History are developed consecutively to provide increasing experience in accuracy and precision of thinking and to train the students in comprehension and logical expression of what they know.

During the first two years, this system of courses in History defers to the immaturity of the students, stressing the narrative and the pictorial. It develops toward emphasis upon the analytical and the abstract only in the last two years. The first two courses rely heavily upon text books for all students. The last two have texts available, but direct the more capable students to specific

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reading in historical works of maturity. All four courses make use of materials in the Addison Gallery of Art and the Library.

HISTORY 1—Greece and Rome. Three hours. This course is designed to introduce students to History. It begins with stories of Egyptian life, the nations of Mesopotamia, Palestine, Crete, and the Persian Empire, as the background for a more extensive study of the Greeks, their internal growth and international strife. Then it moves into the history of the Romans, through the days of their Republic, the times of the Caesars, and the Empire, to the decline with the invasions of the barbarians.

Particular attention is given to the classical narratives, to the substance and color of Mediterranean life, and to great personalities and episodes in the period. Assigned readings in the text are supplemented by reference to selected books in the Library, and use of paintings, pictures, and slides. Class-room work is devoted to explanation, with frequent practice in writing about what has been studied.

HISTORY 2—France. Two hours. With this course, the students are given a view into the history of Western Europe. The central theme is the growth of France from Charlemagne to Napoleon. But contemporaneous events in the Holy Roman Empire, the Lowlands, the Italian States, Germany, and the Austrian Empire are specifically related to the story of France. Emphasis is put upon the Church, feudalism in France, the growth of commerce and towns, the Renaissance and the French Revolution. Outstanding developments in architecture, art, and science, are also discussed. There is a work-book specially prepared for this course. The students are trained in note-taking and in writing short papers as well as more extensive examinations.

HISTORY 3—England. Three hours. The work of this year takes the students into a more mature examination of historical

materials. The sequence of events is followed, but there is deeper penetration into social, political, and economic forces. The basis of study is a work-book, specially prepared to train students to use the Library and to depend no longer upon a single text. This material is divided topically, with a summary to introduce each major subject, and the topics thereunder have specific references to various texts and to books of more mature opinion. The students are taught to take their own notes from these references. Subsequent discussion in the classroom is based on these notes, and the students are then encouraged to draw conclusions.

The detailed study of Great Britain starts with her emergence from medieval times into the modern era, beginning with the Tudors. Certain incidents are studied to bring out general changes in Western Europe. More emphasis is then laid upon the development of Parliament and institutions representative of the English people. The course proceeds to elaborate upon social and economic changes, colonial expansion through the period of Cromwell and the Restoration, and rivalry with France for world supremacy, into the period of American rebellion. From the middle of the eighteenth century on, the course then deals with the development of industrial society and its influences upon political movements, the rise of modern imperialism, and aspects of England's policies in the world of today.

HISTORY 4—The United States. Five hours. This final course builds upon the study in the previous year. It begins, therefore, with the causes of the American Revolution. It proceeds through the period of transition from Confederation to Federal Union, the westward advance of the American people, and the rise of the nation out of sectional conflicts and the Civil War. It surveys then the development of American industry and the attendant growth of the United States as a world power. It closes with events of the present time.

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Public affairs, both domestic and foreign, are the central theme of this course. Stress is given to geographical, economic, social, governmental and institutional problems, in order that the students may know the origins of the conditions in which they live. The careers of eminent men are examined in relation to these problems. Purely military events are minimized. Problems of literary, intellectual, religious, and philosophical import are indicated but left for study in college.

HISTORY 5—Contemporary History. One hour. This elective course for Seniors is designed to give a brief survey of recent affairs. It includes the background of events leading to the recent war, a brief study of the national policies of the Great Powers, examination of contemporary events of national significance, and discussions of international politics. The students are asked to read in historical works and current periodicals, but the major part of the study consists of discussions in class and note-taking from lectures.

MATHEMATICS

MATHEMATICS 1A—First Year Algebra. Five hours. The prerequisite of this course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The study of the subject begins with a review of fundamental operations and continues through the year. The course covers the topics of Hawkes-Luby-Touton's *First Year Algebra* (Ginn) through systems of equations involving one quadratic and one linear, with problems based thereon. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

After a careful survey in the fall term, the abler students are placed in a division which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 1B—First Year Algebra. Five hours. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used and the topics covered are the same as in Mathematics 1A.

MATHEMATICS 2—Second Year Algebra. Four hours. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A and 1B with applications to more difficult exercises and problems, followed by a study of intermediate algebra

through logarithms and progressions as presented in Mergendahl and Walters' *Intermediate Algebra* (Appleton-Century). Additional material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Students with superior preparation are assigned to special divisions.

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 3A—Plane Geometry. Four hours. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B—Second Year Algebra. Four hours. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. The course presumes that elementary algebra has been covered through the solution of sets of equations, one of which is first degree and the other quadratic. The text in use is Mergendahl and Walters' *Intermediate Algebra* (Appleton Century). Supplementary material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 4—Trigonometry and Solid Geometry. Four hours. The prerequisite of this course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, and solid geometry. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one unit of credit.

MATHEMATICS 5A—Advanced Algebra. Two hours. This is an elective course and is open to students who have credit for Mathematics 3. The course includes the study of imaginary and complex numbers, theory of higher degree equations, partial fractions, undetermined coefficients, summation of series, variables and limits, permutations, combinations, probability, scales of notation, determinants, and mathematical induction. The text book used is Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon).

Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 5T—Plane Trigonometry. Two hours. This is an elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 6—Introduction to the Calculus. One hour. This is an elective course and is open to students who are enrolled in Mathematics 4. The course is a brief introduction to analytic

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geometry and the calculus and is designed to supplement the regular Senior work in mathematics. The course is covered in Longley and Wilson's *An Introduction to the Calculus* (Ginn).

MATHEMATICS 7—Analytic Geometry and Differential and Integral Calculus. Four hours. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college, thus preparing for the sophomore work in this field. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is Phillips' *Analytic Geometry and Calculus*—Second Edition—(Wiley).

MECHANICAL DRAWING

Two hours. This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. The course in many instances so prepares the student that he can take a more advanced course on entering college, and, in some cases, secure credit toward his degree for the course omitted. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing*—Seventh Edition—(McGraw-Hill).

ELEMENTARY SCIENCE

Three hours (for Juniors) or two hours (for Lower Middlers). The courses in Elementary Science are parallel in subject matter, though they necessarily differ somewhat in treatment. They are designed to form an easy approach to the laboratory sciences.

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which follow in the later years, and also to acquaint the student with much information which should form part of the stock in trade of any educated person. For this purpose, the courses are based on a study of the earth. Following a survey of the consequences which follow from the shape and motions of the earth, they continue with the elements of meteorology, of physical geology, and a brief sketch of Earth history and the theory of evolution. Throughout, the emphasis is placed on the development of reasoning power rather than the mere collection of facts, and careful attention is paid to the methods used by scientists in acquiring knowledge and developing ideas.

BIOLOGY

Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria, and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, twice for recitations and twice for two-hour laboratory periods. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one credit for admission to college. The text used is MacDougal and Hegner's *Biology* (McGraw-Hill).

CHEMISTRY

Four hours. The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties,

and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

CHEMISTRY S. One hour. This is a laboratory course which meets two periods each week. It is for students who have completed the usual elementary course in Chemistry and who wish to maintain contact with the subject during their senior year.

PHYSICS

Four hours. This course, which meets three times a week for prepared recitations and twice for unprepared laboratory or (occasionally) review periods, completes the requirements for entrance to college and prepares the student for further work in this or related fields. The textbook used at present is Burns, Verwiebe & Hazel's *Physics, a Basic Science* (Van Nostrand), supplemented by Miller's *Progressive Problems in Physics, Revised* (Heath). By means of lectures, recitations, experimental demonstrations of a qualitative type, and considerable emphasis on the solution of numerical problems, the student is taught not only the fundamental principles of this branch of science, but also the

elements of the scientific method. Comparatively little attention can be paid to the so-called "modern physics," for which a sound background in classical Physics is essential, but reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory, about forty quantitative experiments are performed, which not only train the student in manipulative techniques but also illuminate for him the methods of attack employed in scientific investigation. The use of the slide rule is taught and required.

PHYSICS S

Two hours. This course is open to Seniors who have completed a year of Physics, and who need to take an examination in the subject for admission to college or engineering school. Most of the time is occupied with the techniques of solving numerical problems, but advanced topics are added where it seems likely that they will help markedly in the work of the Freshman year. During the spring term, after the entrance examination has been taken, the course is directed, according to the preference of the students, into fields which they have not previously studied.

THE VISUAL ARTS

INTRODUCTION TO ART. Two hours. One-half of the course "Introduction to Art and Music" is devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Industrial and Decorative Arts. This course, counting as two hours a week, is ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The function, construction, and appearance of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture

is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to all the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. Two hours. A limited group of Upper Middlers and Seniors are permitted to take, in place of the Art and Music course, instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it pre-supposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

A continuation of the studio course, counting as two hours a week, is offered for Seniors.

ADVANCED ART. Two classroom and four studio hours. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a

special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may, with permission of the instructor, be taken as a half course, counting two hours a week, with concentration on the discussion section.

MUSIC

INTRODUCTION TO MUSIC. Two hours. An introductory course in Art and Music is required for members of the Upper Middle Class, and Seniors may take it as an elective. The second half of this course is devoted to music. Its object is to teach the student how to listen to music and to instruct him in certain features of the historical background and development of music which will increase his understanding and enjoyment of it.

SENIOR MUSIC APPRECIATION. Two hours. A Senior elective in Music Appreciation is offered for those members of the Senior Class who wish to be introduced to the subject, as well as for those who, having taken the Upper Middle course, desire more work in this field.

HARMONY. Two hours. A course designed to equip musical students for thinking music accurately. It includes elementary and advanced ear training, both melodic and harmonic, so as to enable the students to recognize all intervals and chords. Students will learn the correct use of common chords, seventh, ninth, eleventh, and thirteenth chords and all their inversions, by harmonizing melodies and basses.

INSTRUMENTAL MUSIC. Weekly instruction in piano and organ, also in orchestra or band instruments, may be counted as a two-hour course. One half hour of instruction is to be supplemented with four hours of practicing. These lessons are given without charge to members of the school orchestra and band. For piano

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and organ lessons, there is a separate charge of \$100 for weekly half-hour lessons, and \$200 for hour lessons. A staff of distinguished teachers is available for this instruction.

MUSIC MAJOR. For students who wish to take Music as a major course in their Senior year, any combination of two two-hour courses is possible.

ORCHESTRA. The school orchestra rehearses weekly and studies classical, romantic, and modern scores. Instrumental ensembles from the orchestra participate at concerts at the Academy and at neighboring schools.

BAND. The school band rehearses weekly and plays at important athletic contests during the fall and spring terms. A smaller group of band musicians appears in concerts at the Academy and at neighboring schools.

GLEE CLUB. Commencing with the school year of 1947-48, the Glee Club consists of one hundred members drawn from volunteers from the Senior and Upper Middle classes. A completely separate organization from the Chapel Choir, the Glee Club meets twice a week for hour rehearsals, preparing unaccompanied secular part songs and a wide variety of other music for joint concerts with the glee clubs from neighboring girls' schools. Besides the production of operettas in George Washington Hall, the Glee Club participates in the annual New England Preparatory Schools Festival concert given in Symphony Hall, Boston, with six other schools from the area.

CHOIR. A completely separate organization from the Glee Club, the Chapel Choir consists of one hundred members drawn from volunteers from the Upper Middle, Lower Middle and Junior classes. Its primary purpose is to lead all parts of the musical

service in Sunday Chapel; but it also contributes an anthem to each Service, drawn from the great church music of all periods since the XVIIth Century. Members of the Chapel Choir take precedence over all volunteers for the Glee Club in the year following.

RELIGION

RELIGION 1. Two hours. This course is a study of religion in the making. It traces the development of the most important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews and the religion of Jesus. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This course is given to all members of the Lower Middle Class.

RELIGION 2. Two hours. This is an elective course for Seniors and Upper Middlers who have completed successfully the work of the Lower Middle Religion course and who wish to move on further in their study of religion. The content of the course differs somewhat from year to year and depends, to some degree, upon the background and the maturity of the students who have elected further work in this field. Some study is usually made of the various religions of mankind: such as Hinduism, Buddhism, Mohammedanism, and Confucianism. The course includes also a consideration of the great philosophies of the past: Epicureanism, Stoicism, Platonism, Aristotelianism. The course is concluded with an attempt to understand some of the different emphases and recent developments in Christian thought, both in this country and on the continent.

ANATOMY

Two hours. This survey course, for Seniors and Upper Middlers, is intended to interest and instruct the student in the structure and physiology of the human body, and in the laws of inheritance, evolution, and eugenics. It is composed of lectures, demonstrations, and some outside reading.

ANTHROPOLOGY

Two hours. An elective course, offered by the Robert S. Peabody Foundation for Archaeology, is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

PHILOSOPHY

Two hours. A Senior elective is offered in this subject with the object of giving background and direction to the curiosity about general ideas that is common among able youths at this age level. The course aims at creating an awareness of the contemporary significance of the persisting major problems of philosophy, especially those in the fields of ethics and politics. Although Joad's *Guide to Philosophy* and Russell's *History of Western Philosophy* are used as background texts, the chief work of the course consists of the careful reading and full discussion of key excerpts from the masterpieces of philosophy, ancient and modern.

SOCIAL PROBLEMS

Two hours. This elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 9.53 A.M.
Morning Assembly	10.00 A.M.
Recitation and study hours	10.30 A.M. to 12.23 P.M.
Athletics and Body-building	2.00 P.M. to 3.40 P.M.
Recitation and study hours	4.07 P.M. to 6.00 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The few but definite rules to which the undergraduates are expected to adhere have been made in accordance with this principle.

Every absence of a student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any

other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences or eight demerits involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty is liable to dismissal.

The use or possession of alcoholic beverages will cause dismissal.

Smoking, subject to certain restrictions, is permitted to the two upper classes only.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to have firearms or explosives of any description in their possession or to use them, except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse is liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

Bicycles are not permitted, except to day students.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

EXPENSES

GENERAL INFORMATION

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid, or the scholarship earned, have benefited by the endowment funds.

No patron of the school in recent years has met the full cost of his son's Andover education.

In the meantime, the endowment funds have become inadequate for their full intended purpose. Rising costs of operation over the past eight years have caused increased operating deficits with the result that the school is confronted with a serious financial situation. Faced, in addition, with the problem of decreased investment return, the Trustees have, through the medium of THE ANDOVER FUND, appealed to alumni parents and friends of the school for gifts to endowment.

The total cost to the Academy for each boarding student during the year 1947-1948 was in excess of \$2,250. Of this figure, \$1,250 was met by the inclusive fee, leaving a considerable balance to be met by the income on invested funds, by gifts from alumni and from other sources.

The Trustees and Administration are unwilling to compromise with mediocrity in educational standards and at the same time desire to maintain the democratic traditions of the school. They are also unwilling to allocate to general expense those funds reserved for scholarship use. It has become apparent therefore

that the tuition must be increased in an attempt to restore the budget to a sound operating basis. This increase set at \$150 will bring the total tuition charge to \$1400, but will not affect the policy of making scholarship aid available to qualified students who are unable to meet the full charge.

Many parents whose sons have benefited, or who are now benefiting, by the endowment funds built up by friends of the Academy during its long history may feel that it is within their means to make a contribution to the scholarship fund. Those who are so inclined are asked to send their contribution to The Andover Fund, Empire State Building, New York 1, New York. Such contributions are tax deductible.

TUITION CHARGES

The tuition charge for each student at Phillips Academy is as follows: \$737.50 payable on October 1; \$350 payable on January 1; and \$350 payable on April 1. The net rate charge to scholarship students varies according to the need of the applicant. Each student, when his application is accepted, is required to make a deposit of \$50 which is credited on his first regular school bill, and in addition, to pay a student medical insurance premium of \$12.50 if this insurance is desired.

The total charge of \$1400 covers instruction, board, room (including furniture, bed linen and one blanket), health supervision, x-rays, laboratory tests, infirmary care and the services of the school physicians, physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include tutoring, or special instruction in music or athletics, dental care, the services of consulting physicians or private nurses, personal laundry, textbooks, dues to school

organizations and unnecessary breakage and damage to school property.

To assist parents in budgeting such expense for consultants, surgeons, private nurses, and hospitalization as may be necessary, our student insurance plan is provided. The cost is \$12.50 for the period beginning noon, September 20, 1948, and continuing until midnight, June 12, 1949. Accidents or illnesses incurred during the summer recess are specifically excluded.

Each student is required to make a deposit of \$35 to cover breakage, accident and sickness insurance, and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the bill for the following year.

Bills for matters not included in the regular school charge may be sent at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Classroom privileges may be denied to students whose bills are not settled when due. No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn unless he is called to service under the Selective Service Act.

FINANCIAL AID FOR STUDENTS

In accordance with the original purpose of the founder, Phillips Academy has always encouraged boys of strong character, ability and ambition who need financial assistance to make application for admission, even though not all requests for scholarships can be met. The school has at its disposal, each year, approximately \$70,000 made up of gifts and income from scholarship funds to be awarded by the Scholarship Committee. The scholarship

committee, also, exercises control over the various opportunities for boys to earn a part of their expenses by work in the Commons or by other jobs, such as laundry, suit pressing or newspaper concessions within the campus.

Scholarship awards vary in amount according to the applicant's need, with a very few full scholarships of \$1400 available for boys of special promise and of great need. From the parents of those who apply for aid, the Scholarship Committee requires a complete and definite statement of financial resources and obligations which will be kept confidential. Applications for renewal of aid, which should be made before May 1, will be considered in the light of the candidate's achievement and circumstances. All boys on the scholarship list are expected to maintain scholastic records which are compatible with their ability, and to show in every possible way that they are cognizant of and deserving of the special opportunities which they enjoy. Under the Grant-Work Program, each scholarship boy is expected to perform some useful service about the school in partial return for the aid he receives.

Loans to help meet the annual charges may be arranged with the Treasurer who has for this purpose a revolving fund, the gift of a generous benefactor.

Approximately \$95,000 was earned by students during the year 1947-48 in prizes and scholarships and through concessions and other work opportunities.

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, are situated within a short distance of the other school buildings, and are adapted to the particular needs of the youngest members of the school. They offer accommodations for fifty-one boys. With their common recreation and dining rooms, they provide an intermediate stage between the natural restrictions of the home and the freer life of a large school. The boys are in more homelike surroundings and receive closer supervision than the rest of the school, but share with the other boys in the same classes and sports and in all the other privileges of school life. The boys of the Williams Hall unit take turns in waiting on table in the dining room.

ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors. It is especially designed to meet the needs of the more mature members of this class. Its administration is carried on along the same lines as that of Williams Hall, with the exception that its residents eat in the Commons.

FACULTY HOUSES

Twenty-eight houses, known as Faculty Houses, each in charge of a resident instructor or school official, provide accommodations for 191 boys, as follows:

Abbot House for twenty, America House for fourteen, Blanchard House for five, Carter House for six, Cheever House for twelve, Churchill House for six, Clement House for fourteen, Coy House for four, Farrar House for eight, Frost House for four, Goodhue House for six, Greene House for thirteen, Hardy House for six, Jackson House for six, Merrill House for two, Park House for six, Pease House for eight, Salisbury House for twelve, Samaritan House for four, French House for five, Stowe House for five, Tilton House for two, Jewett Tucker House for seven, Woods House for three, Willis House for two, Williston House for four, Moody House for four and Cole House for three.

DORMITORIES

FOXCROFT HALL (1809), two entries for eleven boys each.

BARTLET HALL (1821), two entries for sixteen boys each.

DRAPER COTTAGE (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

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PEMBERTON COTTAGE (1893), for ten boys. The gift of Melville C. Day, class of 1858.

ANDOVER COTTAGE (1893), for twelve boys. The gift of friends in Andover.

EATON COTTAGE (1893), for eleven boys. The gift of Melville C. Day, class of 1858.

BANCROFT HALL (1900), three entries for ten boys each. The gift of Melville C. Day, class of 1858.

BISHOP HALL (1911), two entries for twenty-three boys each.

DAY HALL (1911), two entries for twenty-four boys each. The gift of Melville C. Day, class of 1858.

ADAMS HALL (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

TAYLOR HALL (1913), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

OSGOOD JOHNSON HALL (1922), two entries for eighteen boys each.

PAUL REVERE HALL (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

SAMUEL PHILLIPS HALL (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

PEARSON HALL (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was re-

moved, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

SAMUEL F. B. MORSE HALL (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

GRAVES HALL (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it was remodelled in 1936 and is now a gymnasium for the younger boys.

GEORGE WASHINGTON HALL (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the daily morning assembly is held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

THE COCHRAN CHURCH (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ, declared by Guenther Ramin, the distinguished German organist, to be the finest organ in America.

BULFINCH HALL (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by

gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

OLIVER WENDELL HOLMES LIBRARY (1929), named in honor of Oliver Wendell Holmes, class of 1825, was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. The Library contains about 64,000 volumes, of which the greater part are in the stacks, open to the students. The Freeman Room is furnished with easy chairs, sofas, and a fireplace, and contains the latest periodicals, as well as more than 1,100 books restricted to use in that room. In the Garver Room are about 3,000 volumes of reference and reserve books for various courses. This room has a seating capacity of over 100. The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., Saturdays from 8 A.M. until 6 P.M., and Sundays from 2:30 P.M. until 9:45 P.M.

ADDISON GALLERY OF AMERICAN ART (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

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BORDEN GYMNASIUM (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

CASE MEMORIAL BUILDING (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of $11\frac{1}{2}$ laps to the mile permit frequent indoor track meets.

THE COMMONS (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished and equipped for the recreational use of the Upper Middlers and Seniors. The kitchen and serving pantries are fully up-to-date in equipment.

ISHAM INFIRMARY (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

THE ANDOVER INN (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March,

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Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

THE ARCHAEOLOGY BUILDING (1903) was the gift of Mr. and Mrs. Robert Singleton Peabody. There are exhibits of the industrial life of the North American Indians, including dioramas of Indian villages in the Northeast and the Southwest. Important study material is stored in the building, which is open on weekdays from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. to 5 P.M. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

PEABODY HOUSE (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

MEMORIAL TOWER (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in the World War. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

GROUNDS

THE BROTHERS FIELD (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing

fields of the Academy. Its facilities provide six football fields, six baseball diamonds, six soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer and tennis.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, a third to the memory of Thomas Cochran, of the class of 1890, and a fourth in memory of Elizabeth Goodhue Fuess. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

The Andover Summer Session will open on Wednesday, June 29th, and close on Wednesday, August 24th, 1949. The Summer Session Catalogue will be available for distribution after February 1st. Requests for catalogues and inquiries about admission should be addressed to the Director of the Andover Summer Session, Andover, Massachusetts.

The Trustees of Phillips Academy opened the Summer Session in 1942 as a war-time service to enable boys of Phillips Academy and other schools to finish their secondary school training before they were called into the service, or when their induction was not imminent, to prepare them more rapidly and thoroughly for ultimate service. The success of the Session throughout the war years was so marked that the Trustees have voted its continuance.

The Session, under the control of the Academy Trustees and Headmaster, is a part of the Phillips Academy organization and draws its teaching and administrative staff almost entirely from the Academy faculty. Students live in school dormitories under the supervision of resident members of the faculty. The entire plant of the Academy is available for Summer Session use.

Application for admission to the Summer Session should be mailed as early as possible since the number accepted is limited. Boys of ambition, ability, and good character are welcomed from public high schools and from other private preparatory schools. The fee of \$400 covers board, room, health insurance, and tuition. Each summer full scholarships and a few partial scholarships are offered to students of promise and financial need. In 1948, fifteen full scholarships and fifteen partial awards were given.

The curriculum offered by the Summer Session includes most of the courses given by Phillips Academy in its regular session. Full credit in Phillips Academy is granted for courses passed in the Summer Session.

Depending upon his individual need and ability, each student takes either twelve or eighteen hours per week of prepared work. Each student's program of study is planned to fit his needs in consultation with his faculty adviser.

Great emphasis is placed on health and physical fitness. Students, except those excused by the School Physician, take athletic work under faculty instruction and supervision. The Isham Infirmary is open twenty-four hours each day for the entire Session.

Daily assemblies, which all boys are required to attend, are mainly devotional in character. Occasionally, the assembly period is devoted to the discussion of current events of importance. Each Sunday a short religious service is conducted by the School Minister.

To relieve labor shortages and to gain practical educational experience, each student assumes the care of his own room for the entire Session, and he is required to help with work in the Commons at mealtime for a period of four or five days out of the eight weeks of the Session.

Application for admission to the Session implies a serious purpose on the part of the student and his parents, and the willingness of the student to assume responsibility to the Academy and to the community for maintaining order and decency. Any student who shows himself unwilling to conform to the spirit of the Session, who habitually neglects his work, or who is believed to have any injurious influence on other students, may be dismissed at any time.

The Summer Session has proved of great benefit to boys who plan to enter Phillips Academy in September. Summer study in Andover enables them to make up deficiencies in previous preparation, whenever it may be necessary, and become familiar with Phillips Academy traditions, methods, and standards. Younger boys who are planning to enter the first-year class live in a separate dormitory with special faculty supervision.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, *Director*

FREDERICK JOHNSON, *Curator*

ALFRED VINCENT KIDDER, *Research Associate in
Southwestern Archaeology*

MARIE E. CAREY, *Secretary*

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The publications of the Foundation include the following:

BULLETINS

1. The Exploration of Jacobs Cavern, 1904.
2. The Gorgets, 1906.
3. A Narrative of Exploration in New Mexico, Arizona, Indiana, etc., 1905.

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4. The Exploration of Bushey Cavern near Cavetown, Md.; and Fort Ancient: the Great Prehistoric Earthwork of Warren County, Ohio, 1908.
5. Certain Peculiar Earthworks near Andover, Mass., 1912.
6. Hematite Implements of the United States, 1912.

THE ARCHAEOLOGY OF MAINE, by Warren K. Moorehead, 1922.
ARCHAEOLOGY OF THE ARKANSAS RIVER VALLEY, by Warren K. Moorehead, 1931.

EXPLORATIONS OF THE ETOWAH MOUNDS, GEORGIA, by Warren K. Moorehead, 1932.

PAPERS OF THE SOUTHWESTERN EXPEDITION, Yale University Press:

1. An Introduction to the Study of Southwestern Archaeology—with a Preliminary Account of the Excavations at Pecos, by A. V. Kidder, 1924.
2. Pueblo Pottery Making: a Study at the Village of San Ildefonso, by Carl E. Guthe, 1925.
3. The Pueblo of Jemez, by Elsie Clews Parsons, 1925.
4. The Indians of Pecos Pueblo: a Study of their Skeletal Remains, by Earnest A. Hooton, 1930.
5. The Pottery of Pecos. Volume I, The Dull-paint Wares, by A. V. Kidder and C. A. Amsden, 1931.
6. The Artifacts of Pecos, by A. V. Kidder, 1932.
7. The Pottery of Pecos. Volume II, Glazed Wares, by A. V. Kidder, and Anna O. Shepard, 1936.

PAPERS OF THE ROBERT S. PEABODY FOUNDATION

Vol. I, No. 1, Excavations on Martha's Vineyard, by Douglas S. Byers and Frederick Johnson, 1940.

Vol. I, No. 2, The Indian Site on Grassy Island, by Frederick Johnson and others. (In preparation).

Vol. II, The Boston Fishweir, by Frederick Johnson and others, 1942.

Vol. III, Man in Northeastern North America: A symposium, 1946.

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*

ANTOINETTE THIRAS, *Secretary and Registrar*

Art Committee

STEPHEN C. CLARK

F. ABBOT GOODHUE

CHARLES H. SAWYER

EDWARD W. ROOT

ROBERT G. MCINTYRE, *Secretary*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a fund for additional purchases.

It is the aim of the Addison Gallery to serve as a laboratory where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions. The museum building is fully equipped for exhibition and museum purposes.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and con-

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ducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including over one thousand items, is recognized as among the outstanding specialized collections in the country. Smibert, West, Stuart, Allston, Morse, and Trumbull represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are several examples by Homer, Ryder, Eakins, Whistler, Sargent, Thayer, and Twachtman. The early part of the present century is shown in the work of Hassam, Metcalf, Brush, Davies, Prendergast, Bellows, and Henri. Recent acquisitions of contemporary paintings, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a permanent collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and silver of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES

For declamation. Twenty dollars and fifteen dollars. Founded (1878) by Warren F. Draper, class of 1843, (sustained since 1867).

MEANS PRIZES

For declamation of original essays. Twenty dollars, ten dollars, and five dollars. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

ROBINSON PRIZES

For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. Forty-five dollars to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896).

SCHWEPPE PRIZES

In English. Open to Senior and Upper Middle Classes. Thirty dollars and twenty dollars. Sustained by the late Charles H. Schweppe, class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe.

GOODHUE PRIZES

In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. Ten dollars and five dollars. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916).

PHILLIPS ACADEMY

CHARLES C. CLOUGH PRIZE

For an essay by a Senior on an assigned literary subject. Twenty dollars. Founded (1923) by friends of Charles C. Clough, class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy.

STEPHEN S. LANGLEY PRIZE

For an essay by a Senior on Charles Dickens. Eight dollars. Founded (1927) by Stephen S. Langley, class of 1863.

ARTHUR W. LEONARD PRIZES

For declamation of original essays. Ten dollars, six dollars, and four dollars. Open only to Juniors and Lower Middlers. Sustained (since 1942) by a friend in memory of the late Arthur W. Leonard, former Head of the English Department.

DONALD EATON CARR PRIZES

For skill in oral English. Twenty dollars, twelve dollars, and eight dollars. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr, class of 1922.

CHARLES SNOW BURNS PRIZES

For an original poem. Three prizes of ten dollars each to be awarded to one boy in each of the three upper classes. Founded (1944) by Mrs. Jules Burns in memory of her son, Lieutenant Charles Snow Burns, class of 1941.

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. Fifteen dollars, ten dollars, and five dollars. Founded (1879) by Joseph Cook, LL.D., class of 1857.

PHILLIPS ACADEMY

WILLIAM N. WEIR PRIZE

In New Testament Greek. Thirty-five dollars. Founded (1928) by Rev. William N. Weir, class of 1895.

DOVE PRIZES

In Latin. Open to Seniors. Twenty dollars, ten dollars, and five dollars. Founded (1915) by George W. W. Dove, class of 1853, (sustained since 1880).

DEPARTMENT OF LATIN PRIZES

For excellence in Latin translation, composition and recitation. Sustained from the Winthrop Fund.

Open to students in Latin 3. For translation. Ten dollars and five dollars. For recitation from memory of poetry or prose. Ten dollars.

Open to students in Latin 2. Translation and composition. Ten dollars and five dollars. For recitation from memory of poetry or prose. Ten dollars.

Open to students in Latin 1. For recitation from memory of poetry or prose. Ten dollars.

REVEREND ALFRED JOHNSON PRIZE

In Greek composition. Ten dollars. Founded (1932) by Alfred Johnson, class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, class of 1875, (sustained since 1924).

VALPEY PRIZES

In Latin composition. Ten dollars.

In Greek composition. Ten dollars.

Open to the Upper Middle Class. Founded (1896) by Rev. Thomas G. Valpey, class of 1854.

PHILLIPS ACADEMY

ALLEN ROGERS BENNER PRIZE

For excellence in first-year Greek. Twenty-five dollars. Sustained (since 1939) by the Alpha Gamma Chi Society in honor of Allen Rogers Benner, class of 1888, for forty-six years Professor of Greek in Phillips Academy.

GERMAN

ROBERT STEVENSON PRIZE

In German composition. Ten dollars. Open to the Senior and Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr., class of 1896, in memory of his father.

FRENCH

FREDERICK HOLKINS TAYLOR PRIZE

In French conversation or French composition. A selection of French books. Founded in part (1909) by a member of the class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868.

DEPARTMENT PRIZES

For aural ability. First and second prizes in books awarded to those students in their first year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor.

SPANISH

THE HAYDEN PRIZE

Awarded to that member of the Junior or Lower Middle class who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. Twenty-five dollars. Founded (1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile.

HISTORY

LLOYD W. SMITH PRIZE

In American History before 1860. Fifty dollars. Sustained (since 1924) by Lloyd W. Smith, class of 1892.

HAYMOND PRIZE

In American History. Fifty dollars, or the equivalent in books on the Constitution. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Second and third prizes of twenty-five dollars and ten dollars respectively were added in 1946. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, class of 1942 and Thomas Arnette Haymond, class of 1943.

GEORGE LAUDER PRIZE

In English History. Forty dollars. Founded (1916) by George Lauder in memory of his son, George Lauder, Jr., class of 1897, (sustained since 1913).

MATHEMATICS

E. B. CONVERS PRIZES

In Plane Geometry. Awarded on the basis of an examination in Plane Geometry. Fifteen dollars and ten dollars. Founded (1898) by E. B. Convers, class of 1857.

GEORGE T. EATON PRIZE

In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. Twenty dollars. Sustained (since 1938) by Thaxter Eaton, class of 1904, in memory of his father, George T. Eaton, class of 1873, for fifty years Instructor in Mathematics.

PHILLIPS ACADEMY

MATTHEW S. McCURDY PRIZES

In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of class-room work and an examination. Twenty dollars and fifteen dollars. Founded (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics, from 1873 to 1921.

THE RENSSELAER MEDAL

Awarded to that member of the graduating class who has done the best work in Mathematics and Science during his preparatory course.

EDWARD BAILEY PRIZE

In Lower Middle Mathematics. Fifteen dollars. Awarded on the basis of an examination at the close of the year. Sustained (beginning 1946) by Edward Bailey Crichton, class of 1946, in memory of his grandfather, Edward Bailey, class of 1878.

SCIENCES

WADSWORTH PRIZE

In Physics. To the student holding the highest rank in Physics for the year. Ten dollars. Sustained (since 1900) by William S. Wadsworth, M.D., class of 1887.

DALTON PRIZE

In Chemistry. To the student holding the highest rank in Chemistry for the year. Thirty-five dollars. Founded (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, class of 1884, trustee of Phillips Academy, 1912-1923.

PHILLIPS ACADEMY

JAMES C. GRAHAM PRIZE

In Science. To that member of the graduating class attaining the highest grade in the Physical Sciences. Six hundred and fifty dollars. Founded in 1945 by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937.

MUSIC

CHARLES CUTTER PRIZE

For proficiency on orchestral, especially stringed, instruments. Thirty-five dollars. Founded (1925) by Rev. C. F. Cutter, class of 1871, in memory of his father, Charles Cutter, class of 1840.

EDWARD PITKIN POYNTER PRIZE

For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. Fifteen dollars. Founded (1943) in memory of Edward Pitkin Poynter of the class of 1940, who gave his life for his country in the aviation service on July 15, 1943.

AINSWORTH B. JONES PRIZE

For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. Fifteen dollars. Founded (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the class of 1939, who gave his life for his country in the aviation service in July, 1943.

COMPOSITION PRIZE

Awarded for the best original musical composition, in any form, to be submitted in clearly legible manuscript prior to May 15th. Ten dollars. Sustained (since 1945) by an anonymous donor.

PHILLIPS ACADEMY

MILTON COLLIER MEMORIAL PRIZE

Awarded for proficiency in the playing of the piano. Twenty-five dollars. Founded (1946) in memory of Milton Collier by Mrs. Milton Collier and I. Alfred Levy.

ORGAN PRIZE

A prize for proficiency in organ. Ten dollars. Sustained by an anonymous donor.

ART

THE MORSE PRIZE

To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. Twenty dollars. Sustained (from 1932) and founded (1942) by Winslow Ames, class of 1925, in honor of Samuel Finley Breese Morse, class of 1805.

THE THOMPSON PRIZE

For improvement in drawing and painting. Given in memory of Augustus Porter Thompson, 3rd, class of 1928. Twenty-five dollars.

ADDISON GALLERY ASSOCIATES PRIZE

For a student who has distinguished himself in art as well as in other activities. Twenty-five dollars. Sustained (since 1941) by the Addison Gallery Associates.

JOHN ESTHER GALLERY PRIZE

To the student who has shown through his work the clearest understanding of art. Twenty-five dollars. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan.

OTHER PRIZES

FACULTY PRIZE

For the Senior graduating with the highest average in scholarship. One hundred dollars. Founded (1923) by Sanford H. E. Freund, class of 1897, (sustained since 1912).

CHADWICK ROBERT BYER MEMORIAL AWARD

A book or books selected by the Headmaster and awarded to the winner of the Faculty Prize. Sustained (since 1948) by Mr. and Mrs. Leonard J. Byer in memory of their son, Chadwick Robert Byer, class of 1938.

FULLER PRIZE

Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, class of 1894.

THE BIERER PRIZE

To a student who is outstanding in character and personality. Twenty-five dollars. Sustained (since 1944) by Eugene S. Bierer, class of 1943.

IMPROVEMENT PRIZE

One hundred dollars. Given to a member of the Senior Class who has been a scholarship student at Andover for at least two years, whose growth in character has been outstanding. Given by a member of the class of 1916.

THE YALE BOWL

Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics.

PHILLIPS ACADEMY

FEDERATION OF HARVARD CLUBS PRIZE

For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover.

ROGER C. SULLIVAN PRIZES

Four prizes, of two hundred dollars each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Classes who made the greatest improvement in scholarship during the previous school year. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of his father, Roger C. Sullivan.

JOHN P. HOPKINS PRIZE

To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Absence for reasons of illness, when an excuse is provided by the attending physician, does not prejudice a candidate's eligibility for this award. Two hundred dollars. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of John P. Hopkins.

BUTLER-THWING PRIZE

For the member of the Junior Class with highest marks in entrance examinations. Fifteen dollars. Founded (1918) by Capt. Francis Butler-Thwing, class of 1909.

THE PHILLIPIAN PRIZE

For outstanding service rendered to the *Phillipian*. Thirty dollars. Founded (1931) by James Q. Newton, class of 1929, and Business Manager of the *Phillipian* during his senior year.

PHILLIPS ACADEMY

THE PAUL REVERE PRIZES IN PRINTING

Awarded to those students, preferably in the graduating class, who have shown especial interest in Printing and who have shown, in their association with the Printing Club, a general attitude of cooperation and friendliness. Twenty-five and twenty dollars. Sustained since 1945 by members of The Paul Revere Press.

THE CECIL K. BANCROFT PRIZE

For a self-supporting student whose performance has been most praiseworthy, taking into account scholarship, amount of self-help, and observance of rules, regulations, and ethics governing these activities. Fifty dollars. Awarded (since 1934) by the Headmaster.

THE COMMONS PRIZE

To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. Ten dollars. Sustained (since 1945) by Dr. Willet L. Eccles, Registrar of Phillips Academy from 1930 to 1943.

JOHN ADAMS KINGSBURY JR. PRIZE

To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. Fifty dollars. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., class of 1934.

THE AURELIAN HONOR SOCIETY PRIZE

To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. Established 1935.

PHILLIPS ACADEMY

THE LORD PRIZE

Awarded to the Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. Founded (1946) by Mason Faulconer Lord, class of 1944.

THE CATLIN PRIZE SCHOLARSHIP

Five hundred dollars. Awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. Established (1944) by the late George H. Catlin of the class of 1863.

RICHARD JEWETT SCHWEPPE PRIZE

Awarded to a member of the senior class in recognition of an unusual spirit of cooperation and friendliness. Thirty-five dollars. Founded (1946) by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, class of 1896.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804).....	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.....	7,762.64
FARRAR (1865). Samuel Farrar, treasurer of Phillips Academy, 1808 to 1840. (A part of this fund is for other purposes.).....	22,000.00
CLARKE (1870). James G. Clarke, class of 1837, in memory of his mother, Jane Aiken Clarke.....	1,200.00
PETER SMITH BYERS (1878). John Byers, class of 1844, in memory of his brother, of the class of 1847. For boys from Andover.....	500.00
CLASS OF 1878 (1878).....	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.....	1,000.00
FRENCH (1879). Hiram W. French, of Andover.....	1,000.00
CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.....	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the class of 1875.....	1,000.00

PHILLIPS ACADEMY

STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.....	26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, class of 1875.....	1,450.14
WARREN F. DRAPER (1890). Warren F. Draper, class of 1843.....	1,000.00
CHARLES L. FLINT (1890). Charles L. Flint, class of 1841. Preference to boys from Middleton, Mass.....	5,000.00
HENRY P. HAVEN (1890). Henry P. Haven, of New London, Conn.....	1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, class of 1839, in memory of his wife.....	1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother.....	1,000.00
DOWE (1892). Joseph Dowe, class of 1817.....	3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the class of 1840.....	1,000.00
MARY W. HOLBROOK (1900). Mary W. Holbrook.....	500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank W. Hartwell, in memory of their son, of the class of 1908.....	5,000.00

PHILLIPS ACADEMY

GEORGE RIPLEY (1908). George Ripley, of Andover....	2,500.00
T. A. HOLT (1909). T. Augustus Holt, of Andover. For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913). Allan Morse Penfield, class of 1904.....	1,000.00
GEORGE B. KNAPP (1914). Katharine Knapp, in memory of her brother, George B. Knapp, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the class of 1889....	1,425.00
ABRAHAM B. COFFIN (1924). Abraham B. Coffin, class of 1852.....	2,000.00
SAMUEL M. EVANS (1922). Samuel M. Evans, class of 1887. (A part of the fund is for other purposes.).....	2,000.00
AMASA J. WHITING (1927). Mrs. May C. W. Speare, in memory of her father, Amasa J. Whiting.....	2,515.65
JAMES H. HASTE (1930; 1933). James H. Haste, class of 1894.....	241,074.18
HENRY WALDO GREENOUGH (1931). Henry W. Greenough, class of 1889.....	2,000.00

PHILLIPS ACADEMY

MONCRIEFF M. COCHRAN (1932). Moncrieff M. Cochran, class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00
OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students.....	500.00
DAVID AND LUCY HAYWARD SHAW (1939). David and Lucy Hayward Shaw. Preference to boys from Andover.....	10,000.00
WINTHROP H. SMITH (1943). Winthrop H. Smith, class of 1912.....	5,000.00
ARTHUR L. KERRIGAN (1945). Arthur L. Kerrigan, class of 1915.....	2,500.00
ABBOT STEVENS (1945). Abbot Stevens, class of 1907	20,000.00
CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Cecil K. Bancroft, class of 1887, registrar and instructor at Phillips Academy, 1906-1932.....	3,000.00
LEONARD A. HOCKSTADER (1946). Leonard A. Hockstader, class of 1896.....	2,500.00
ROBERT D. MILLS (1947). Robert D. Mills, class of 1893.....	500.00
GEORGE F. ROBERTS (1948). Mary A. Roberts. For boys from Andover.....	2,000.00

PHILLIPS ACADEMY

SPECIAL SCHOLARSHIP FUNDS

JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover.....	5,000.00
ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, class of 1912, who died in the military service of the United States, 1918.....	6,000.00
"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."	
GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, class of 1892.....	10,000.00
"The income is used annually for the assistance of a worthy student or students, of limited means."	
GORDON FERGUSON ALLEN (1920). "Friends of the school," in memory of Gordon Ferguson Allen.....	5,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."	
REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920). Rev. William Henry Haskell, class of 1856, and his five sons, classes of 1883, 1888, 1890, and 1895.....	3,000.00
"The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."	

PHILLIPS ACADEMY

- CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, class of 1906. 5,000.00
 "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."
- FRANK DALE WARREN (1925). Frank Dale Warren, Jr., class of 1915, in memory of his father, of the class of 1879. 1,000.00
 "The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty."
- ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, class of 1900, in memory of his brother, of the class of 1897. 5,000.00
 "The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."
- SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, of the class of 1923. 5,000.00
 "The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

PHILLIPS ACADEMY

CLASS OF 1871. ANDOVER-HARVARD (1928, sustained since 1912). Henry S. Van Duzer, class of 1871. A part of this fund is for a College Freshman scholarship)..... 12,500.00

“The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student’s Upper Middle year on the basis of his record up to that time.”

CLASS OF 1871. HARVARD-ANDOVER. “The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient’s Senior year in the school.”

WILLIAM THOMPSON REED MEMORIAL (1930). His father and mother and members of his family, in memory of William Thompson Reed, class of 1929. 11,100.00

“The income is awarded annually to a student of character and promise at the beginning of his Senior year.”

SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the class of 1898. 5,000.00

AUGUSTUS PORTER THOMPSON (1943). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, class of 1892. 5,000.00

“The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character.”

PHILLIPS ACADEMY

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, a member of the class of 1922 2,500.00
 "Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."

CHARLES W. CARL (1945). Charles W. Carl, class of 1910 7,000.00
 "Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."

HERBERT E. STILWELL (1945). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, of the class of 1941, who was lost in the English Channel on a mission during the war 10,000.00
 "Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, class of 1891 5,000.00
 "Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."

PHILLIPS ACADEMY

The following scholarships are sustained by regular annual gifts, or by a single gift:

<p>GEORGE WEBSTER OTIS (1920). Joseph Edward Otis, class of 1888, and Mrs. Otis, in memory of their son, Lieut. George Webster Otis, class of 1914, who died in the military service of the United States, 1918.</p> <p>“Awarded to a student who, in the judgment of the Headmaster, combines the qualities of sound character and high ambition.”</p>	<p>250.00</p>
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<p>SOCIETY OF INQUIRY (1934).</p> <p>“Two awards of \$200 each, to two deserving students, nominated by the Headmaster, who have attended Phillips Academy for at least one year.”</p>	<p>400.00</p>
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<p>ALAN FOX (1942). Joseph C. Fox of the class of 1934 in memory of his father, the late Alan Fox of the class of 1899.</p> <p>“To be awarded annually in the sum of twelve hundred dollars to a student preparing for Yale University who is in need of financial aid and who, in the opinion of the Headmaster, combines those qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make him an outstanding person in the eyes of the Faculty and students of Phillips Academy, like the man in whose memory this scholarship is given.”</p>	<p>1,200.00</p>
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MACINTYRE (1946). Established by John Livingston Macintyre, of the class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of

PHILLIPS ACADEMY

Aurora, Ill., in memory of Mackenzie Macintyre's
parents.....

10,100.34

"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."

PHILLIPS ACADEMY

AWARD OF PRIZES AND SPECIAL SCHOLARSHIPS

1947-1948

ENGLISH

DRAPER PRIZES

1. Peter Le Breton Gray, Wellesley Hills
2. Edmund Braxtan Thornton, Ottawa, Ill.

MEANS PRIZES

1. Ross Albin Kipka, Cleveland Heights, Ohio
2. Richard Stewart Coulson, New York, N. Y.
3. Larry Dwight Lewis, Longmeadow

ROBINSON PRIZES

1. Clement Alexander Flagler Hastie, Takoma Park, Md.
2. Peter Hoyos Ten Eyck, Flemington, N. J.

SCHWEPPE PRIZE

- Richard Herbert Reis, Ridgewood, N. J.

GOODHUE PRIZES

1. Charles Graydon Poore, 3d, New York, N. Y.
2. Richard Watts Hudgens, Chevy Chase, Md.

ARTHUR W. LEONARD PRIZES

1. John Welburn Brown, Jr., Louisville, Ky.
2. Alexander Paulsey, Jr., Providence, R. I.
3. Albert William Dibbins, Melrose

CARR PRIZES

1. Robert Ferris Thompson, Jr., El Paso, Texas
2. Stevens Champion, Darien, Conn.
3. Ralph Blum, Jr., Beverly Hills, Calif.

PHILLIPS ACADEMY

CHARLES SNOW BURNS PRIZES

Senior: Jerrold Bayard Lanes, Waban

Upper Middle: Walter Jacob Kaiser, Bellevue, Ohio

Lower Middle: Frederick Hunter Burrell, Bedford Hills, N. Y.

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

Donald Kenzie Cameron, Jr., Andover

WILLIAM N. WEIR PRIZE

David Quinlan Reed, Kansas City, Mo.

DOVE PRIZES

1. Preston Howard Saunders, Providence, R. I.
2. Frank Sniffen Jewett, Southport, Conn.
3. Prentiss Allen Myrick, West Medford

DEPARTMENT OF LATIN PRIZES

Latin 1: Douglas Lee Adkins, Andover

Latin 2: Sydnor Barksdale Penick, 3d, Montclair, N. J.

Caleb Randall Woodhouse, Weston

Benjamin Franklin Schemmer, New York, N. Y.

Latin 3: Paul Adrian Brodeur, Jr., Arlington Heights

Milman Hart Linn, 3d, Zanesville, Ohio

Walter Jacob Kaiser, Bellevue, Ohio

THE REVEREND ALFRED JOHNSON PRIZE

Karl Cadem Lemp, Chicago, Ill.

THE VALPEY CLASSICAL PRIZE

Latin: James Sterling Ayars, Jr., Urbana, Ill.

Greek: William Charles Rhangos, Lowell

PHILLIPS ACADEMY

THE ALLEN ROGERS BENNER PRIZE

Divided between:

George Wood Beatty, Grosse Pointe Farms, Mich.
Robert Oscar Biern, Huntington, W. Va.

GERMAN

ROBERT STEVENSON PRIZE

Divided between:

William Herbert Page, 2d, Madison, Wis.
Frederick Richard West, Jr., Kekaha, Kauai, Hawaii

CARL SCHURZ PRIZE

Divided between:

Reuben W. Taylor, Jr., Chihuahua, Mexico
Dudley DuRoss Yost, Lakewood, Ohio

FRENCH

FREDERICK HOLKINS TAYLOR PRIZES

1. Arthur Peter G. Contas, Chestnut Hill
2. Robert Bassen Segal, Lawrence

DEPARTMENT PRIZES

1. Franklyn John Davenport, Newton Center
2. Edwin Snell Weaver, Andover

THE CHADWICK ROBERT BYER MEMORIAL AWARD

1. George Edward Duvoisin, Clearwater Beach, Florida
2. William Cording Missimer, Jr., Philadelphia, Pa.

SPANISH

THE HAYDEN PRIZE

William Henry Shirley, Jr., Somerville

PHILLIPS ACADEMY

HISTORY

THE GEORGE LAUDER PRIZE

1. Paul Adrian Brodeur, Jr., Arlington Heights
2. Francis Carter Nance, Oak Ridge, Tennessee

THE LLOYD W. SMITH PRIZE

Richard Logan Becker, Dayton, Ohio

THE CHARLES ELLIOTT PERKINS PRIZE

Richard Logan Becker, Dayton, Ohio

THE HAYMOND PRIZES

1. Daniel Parker Wise, Beverly Farms
2. Barton Lee Ingraham, Packanack Lake, N. J.
3. John Sylvester, Jr., Newport, R. I.

MATHEMATICS

THE CONVERS PRIZES

1. Alexander Duncan Kidd, Upper Montclair, N. J.
2. Michael Bennett Gerney, New York, N. Y.

THE GEORGE T. EATON PRIZE

Reuben W. Taylor, Jr., Chihuahua, Mexico

THE MCCURDY PRIZES

1. Anthony DePinna Armer, New York, N. Y.
2. Divided between:
Nathan Kuhns Parker, Jr., Pittsburgh, Pa.
Robert Louis Yager, Englewood, N. J.

THE EDWARD BAILEY PRIZE

James Ross Carter, Jr., Squantum

PHILLIPS ACADEMY

THE RENSSELAER MEDAL

Robert Lewis Whitney, Takoma Park, Md.

SCIENCE

THE WILLIAM S. WADSWORTH PRIZE

Peter Hoyos Ten Eyck, Flemington, N. J.

THE DALTON PRIZE

Joseph Henry Jaffer, Jr., Stamford, Conn.

THE OTHNIEL C. MARSH PRIZE

Thomas Sturges Parsons, Ridgewood, N. J.

THE JAMES C. GRAHAM PRIZE IN SCIENCE

Robert Lewis Whitney, Takoma Park, Md.

ART

THE MORSE PRIZE

Jerrold Bayard Lanes, Waban

THE THOMPSON PRIZE

Wilbur John Smith, Jr., Englewood, N. J.

ADDISON GALLERY ASSOCIATES PRIZE

Bruce Wylie Wallace, Houston, Texas

THE JOHN ESTHER GALLERY PRIZE

Gordon Winchester, New York, N. Y.

MUSIC

THE CHARLES CUTTER PRIZE

Rodman Dunbar Rhodes, Des Moines, Iowa

PHILLIPS ACADEMY

THE FRANK VAN DER STUCKEN PRIZE

Robert James McCoubrie, Jr., Andover

MUSICAL COMPOSITION PRIZE

Lawrence Joseph Eanet, Washington, D. C.

THE MILTON COLLIER MEMORIAL PRIZE

Joseph Perry Ponte, 3d, New Bedford

THE EDWARD PITKIN POYNTER PRIZE

Pattison Esmiol, Colorado Springs, Colo.

THE AINSWORTH B. JONES PRIZE

Robert Books Brumbaugh, Altoona, Pa.

A SECOND PRIZE FOR PROFICIENCY IN ORGAN

John Crafts Lincoln, Montpelier, Vt.

OTHER PRIZES AND SPECIAL SCHOLARSHIPS

THE NEW ENGLAND FEDERATION OF HARVARD CLUBS PRIZE

Raymond Quintus Anderson, Bemus Point, N. Y.

THE PHILLIPPIAN PRIZE

Philip Stanley Aronson, Newton

THE CECIL K. BANCROFT PRIZE

Robert Look Dea, Andover

THE JOHN ADAMS KINGSBURY, JR. PRIZE

Frank Wharton Bradley, LaPorte, Texas

BUTLER-THWING PRIZE

Frank John Davenport, Newton Center

PHILLIPS ACADEMY

AURELIAN HONOR SOCIETY PRIZE

Karl Cadem Lemp, Chicago, Ill.

THE YALE BOWL

William Cording Missimer, Jr., Philadelphia, Pa.

THE IMPROVEMENT PRIZE

Thomas Briggs Henderson, Jr., Charlotte, N. C.

THE FULLER PRIZE

Karl Cadem Lemp, Chicago, Ill.

THE HEADMASTER'S PRIZE

Arne Landmark Schoeller, Riverside, Conn.

THE FACULTY PRIZE

William Herbert Page, II, Madison, Wisc.

THE CHADWICK ROBERT BYER MEMORIAL AWARD

William Herbert Page, II, Madison, Wisc.

THE BIERER PRIZE

Nicholas Zacharias Kafoglis, Lexington, Ky.

THE COMMONS PRIZE

Donald Francis Lynch, Seattle, Wash.

THE PAUL REVERE PRIZES IN PRINTING

1. Thomas Briggs Henderson, Jr., Charlotte, N. C.
2. Divided between:
 John Burchard Fine, Southboro
 Robert Rodney Leavitt, Durham, N. H.

PHILLIPS ACADEMY

THE SULLIVAN PRIZES

Senior: William Stevens Lovekin, Tucson, Ariz.

Upper Middle: Nathan Kuhns Parker, Pittsburgh, Pa.

Lower Middle: Philip Dane Levin, Newton

Junior: Alexander Duncan Kidd, Montclair, N. J.

THE JOHN P. HOPKINS PRIZE

Divided among:

Lloyd Malugani Aiello, Cambridge

John Timothy Anderson, Bemus Point, N. Y.

Donald Kenzie Cameron, Jr., Andover

John Walter Cross, 3d, Roslyn, L. I., N. Y.

Charles Flather, Andover

Fred Morton Horne, Wheeling, W. Va.

Robert James Kaiser, Anchorage, Ky.

Donald Francis Lynch, Seattle, Wash.

Giovi Perez, Springfield

Paul David Urnes, Michigan City, Ind.

Robert Baldwin Van Cleve, Moberly, Mo.

THE LORD PRIZE

Joseph Peter Flemming, Pelham Manor, N. Y.

THE RICHARD JEWETT SCHWEPPE PRIZE

Frank William Efinger, Jr., New York, N. Y.

THE CHADWICK ROBERT BYER MEMORIAL AWARD

Floyd Leroy Downs, North Reading

THE HARVARD-ANDOVER SCHOLARSHIP

Robert David Mehlman, New York, N. Y.

THE ANDOVER-HARVARD SCHOLARSHIP

Philip Dane Levin, Newton

PHILLIPS ACADEMY

THE SMITH LEWIS MULTER, JR., MEMORIAL SCHOLARSHIP

Clement Alexander Flagler Hastie, Takoma Park, Md.

THE FRANK DALE WARREN SCHOLARSHIP

Ralph Buffum Bristol, Jr., Laconia, N. H.

THE CHARLES C. CLOUGH MEMORIAL SCHOLARSHIP

Bass Campbell Wallace, Houston, Texas

THE WILLIAM THOMPSON REED SCHOLARSHIP

Walter Jacob Kaiser, Bellevue, Ohio

THE ROBERT HENRY COLEMAN MEMORIAL SCHOLARSHIP

Norman Richard Allenby, Falmouth

THE GEORGE WEBSTER OTIS SCHOLARSHIP

Edwin Snell Weaver, Andover

THE GEORGE XAVIER MCLANAHAN MEMORIAL FUND

Bruce Wylie Wallace, Houston, Texas

THE GORDON FERGUSON ALLEN MEMORIAL SCHOLARSHIP

James Sterling Ayars, Jr., Urbana, Ill.

THE REVEREND WILLIAM HENRY AND ELLEN CARY HASKELL
SCHOLARSHIP

Charles Ward Austin, Seattle, Wash.

THE SCHUYLER BUSSING SERVISS MEMORIAL

Andre David Machain, Beverly

THE ALFRED HOWLETT DURSTON SCHOLARSHIP

James Rose Carter, Jr., Squantum

PHILLIPS ACADEMY

THE SOCIETY OF INQUIRY SCHOLARSHIPS

Douglas Lee Adkins, Andover
David Chase Linehan, Hammondsport, N. Y.

THE AUGUSTUS PORTER THOMPSON SCHOLARSHIP

Peter Hoyos Ten Eyck, Flemington, N. J.

THE JOHN CORNELL SCHOLARSHIP

Elmer Russell Harris, Andover

THE CHARLES W. CARL SCHOLARSHIP

Peter Collins Dorsey, New London, Conn.

THE HERBERT E. STILWELL MEMORIAL SCHOLARSHIP

Paul Adrian Brodeur, Jr., Arlington Heights

THE MOSES AUSTIN CARTLAND SHACKFORD SCHOLARSHIP

Rodman David Starke, Durham, N. H.

THE MACINTYRE SCHOLARSHIP

Thomas John Keefe, Jr., Arlington

THE ALAN FOX SCHOLARSHIP

Paul LeNoir Nash, Rhinebeck, N. Y.

PHILLIPS ACADEMY

SPECIAL MENTION FOR DISTINGUISHED SCHOLARSHIP DURING THE SENIOR YEAR

1947-1948

ART

Jerrold Bayard Lanes

BIOLOGY

Thomas Sturges Parsons

CHEMISTRY

Joseph Henry Jaffer, Jr.

William Herbert Page, 2d

Alfred John Nicholson

Robert Lewis Whitney

Richard Daniel Wilkes

ENGLISH

Paul Hemenway Altrocchi

Ross Albin Kipka

David Butler

Jerrold Bayard Lanes

Joseph Peter Flemming

Karl Cadem Lemp

Charles Graydon Poore, 3d

FRENCH

Russell Tewksbury Barnhart

Ross Albin Kipka

Richard Ellis Conway

Robert David Mehlman

GERMAN

Barton Lee Ingraham

Berthold Putman

William Herbert Page, 2d

Robert Paul Stoll

GREEK

Karl Cadem Lemp

HISTORY

Joseph Peter Flemming

PHILLIPS ACADEMY

MATHEMATICS

Anthony DePinna Armer
Philip Stanley Aronson
James Stanley Bomba
Frank Wharton Bradley
David Butler
Jan Ehrnberg

Nathan Kuhns Parker
Clyde Andrew Selleck, Jr.
John Sylvester, Jr.
Charles Richard Treuhold
Robert Lewis Whitney
Robert Louis Yager

PHYSICS

Richard Ellis Conway
Jan Ehrnberg
Joseph Henry Jaffer, Jr.
William Cording Missimer, Jr.

Prentiss Allen Myrick
Nathan Kuhns Parker
Allen Gifford Schwartz
John Montague Steadman

SPANISH

Harvey Terry Buchanan
Lawrence Joseph Eanet
Richard Watts Hudgens

Jean Paly
John Montague Steadman
Richard Daniel Wilkes

CUM LAUDE SOCIETY

This society aims to bestow that recognition upon high scholarship in the preparatory schools which the Phi Beta Kappa Society gives to in the colleges. A scholastic average of 81% is required for election.

These members of the Class of 1948 were elected to membership in the *Cum Laude* Society on the basis of their superior scholarship in all subjects for their Senior Year.

Paul Hemenway Altrocchi	Ross Albin Kipka
Anthony DePinna Armer	Sidney R. Knafel
Russell Tewksbury Barnhart	Jerrold Bayard Lanes
Richard Logan Becker	Karl Cadem Lemp
James Stanley Bomba	John Dee Lynch
Frank Wharton Bradley	Jonathan David Lynch
Harvey Terry Buchanan	Robert David Mehlman
David Butler	William Cording Missimer, Jr.
Arthur Peter G. Contas	Prentiss Allen Myrick
Richard Ellis Conway	Alfred John Nicholson
Charles Adams Coon	William Herbert Page, 2d
Bourne Pope Dempsey	James Erwin Parker, Jr.
Hoosain Mohamed-Jaffer Dharamsey	Nathan Kuhns Parker, Jr.
John Paul Dollar	Thomas Sturges Parsons
Jan Ehrnberg	Joseph Perry Ponte, 3d
Leopoldo Andrés Ffrench	Charles Graydon Poore, 3d
Joseph Peter Flemming	Alan Gifford Schwartz
Richard Watts Hudgens	Clyde Andrew Selleck, Jr.
Robert Michael Hurwitz	John Montague Steadman
Barton Lee Ingraham	John Sylvester, Jr.
Joseph Henry Jaffer, Jr.	Robert Lewis Whitney
Jeremy Thurston Johnstone	Daniel Richard Wilkes
Frederick Scheetz Jones, 2d	Daniel Parker Wise

PHILLIPS ACADEMY

SCHOLARSHIP HONORS, 1947-1948

HONORS OF THE FIRST GRADE

Awarded to those who have an average of 86 and no grade lower than 70.

SENIORS

Altrocchi, P. H.	1 term	Mehlman, R. D.	3 terms
Armer, A. DeP.	1 term	Missimer, W. C., Jr.	1 term
Becker, R. L.	1 term	Nicholson, A. J.	1 term
Bradley, F. W.	3 terms	Page, W. H., 2d	3 terms
Butler, D.	3 terms	Parker, N. K., Jr.	3 terms
Conway, R. E.	2 terms	Parsons, Thomas S.	1 term
Dempsey, B. P.	1 term	Poore, C. G., 3d	2 terms
Ffrench, L. A.	2 terms	Schwartz, A. G.	1 term
Hudgens, R. W.	1 term	Steadman, J. M.	3 terms
Kipka, R. A.	2 terms	Whitney, R. L.	2 terms
Lemp, K. C.	3 terms	Wilkes, D. R.	3 terms
Lynch, John Dee	1 term		

UPPER MIDLERS

Anderson, R. Quintus	3 terms	Levin, P. D.	2 terms
Ayars, J. S., Jr.	2 terms	Machain, A. D.	2 terms
Hastie, C. A. F.	2 terms	Millager, W. R.	1 term
Husted, D. M.	1 term	Packard, E. B., Jr.	1 term
Jewett, F. S.	1 term	Smith, G. W.	3 terms
Kidd, A. D.	1 term	Ten Eyck, P. H.	2 terms

LOWER MIDLERS

Beatty, George Wood	3 terms	Mulvey, D. J.	1 term
Carter, J. R., Jr.	3 terms	Penick, S. B., 3d	3 terms
Chapin, E. W.	1 term	Riker, R. J.	1 term
Gordon, Thomas P.	2 terms	Weaver, Edwin S.	2 terms

PHILLIPS ACADEMY

JUNIORS

Justin, C. W.	2 terms	Loberg, P. W.	1 term
Chner, R. L.	1 term		

HONORS OF THE SECOND GRADE

Awarded to those who have an average of 81 and no grade lower than

SENIORS

trocchi, P. H.	2 terms	Ingraham, B. L.	3 terms
mer, A. DeP.	2 terms	Jaffer, J. H., Jr.	3 terms
rnhart, R. T.	3 terms	Johnstone, J. T.	1 term
cker, R. L.	2 terms	Jones, F. S., 2d	3 terms
mba, J. S.	2 terms	Kipka, R. A.	1 term
istol, R. B., Jr.	1 term	Knafel, S. R.	3 terms
uchanan, H. T.	3 terms	Lanes, J. B.	3 terms
rne, R. G.	1 term	Lynch, John Dee	2 terms
ontas, A. P. G.	1 term	Lynch, Jonathan D.	3 terms
onway, R. E.	1 term	Missimer, W. C., Jr.	2 terms
on, C. A.	2 terms	Myrick, P. A.	2 terms
pulson, R. S.	1 term	Nicholson, A. J.	2 terms
avis, John A. K.	3 terms	Parker, James E., Jr.	1 term
empsey, B. P.	2 terms	Parsons, Thomas S.	2 terms
haramsey, H. M-J.	3 terms	Ponte, J. P., 3d	3 terms
iefenbach, R. E.	1 term	Poore, C. G., 3d	1 term
ollar, J. P.	2 terms	Reis, R. H.	1 term
anet, L. J.	1 term	Rubin, R. H.	1 term
hrnberg, Jan	2 terms	Schwartz, A. G.	2 terms
rench, L. A.	1 term	Selleck, C. A., Jr.	3 terms
eming, John Marley	1 term	Stoll, R. P.	1 term
emming, J. Peter	3 terms	Sylvester, J., Jr.	3 terms
orbes, J. B.	2 terms	White, K. K.	1 term

PHILLIPS ACADEMY

Hudgens, R. W.	2 terms	Whitney, R. L.	1 term
Hurwitz, R. M.	2 terms	Wise, D. P.	2 terms
Yager, R. L.	2 terms		

UPPER MIDDLE

Alyea, E. A., Jr.	3 terms	Kreider, C. H., Jr.	1 term
Ball, G. A., 2d	1 term	Leete, William H.	3 terms
Banta, B. F.	3 terms	Levin, P. D.	1 term
Bates, Bruce B.	1 term	Linn, M. H., 3d	3 terms
Brodeur, P. A., Jr.	3 terms	Lovejoy, Sherwood	1 term
Cohen, H. R.	3 terms	McDougal, A. L., 3d	1 term
Cookson, D. U.	1 term	Machain, A. D.	1 term
Dorsey, P. C.	1 term	Millager, W. R.	2 terms
Hastie, C. A. F.	1 term	Molther, F. A.	1 term
Homrighausen, E. P.	2 terms	Purves, A. C.	2 terms
Husted, D. M.	2 terms	Smith, Edwin Gehring	2 terms
Jewett, F. S.	2 terms	Stenson, James	1 term
Kaiser, W. J.	3 terms	Ten Eyck, P. H.	1 term
Kidd, A. D.	2 terms	Weber, R. E. E.	1 term
Kimball, John Ward	2 terms	West, F. R., Jr.	2 terms

LOWER MIDDLE

Aiello, L. M.	1 term	Martin, Kenneth A.	1 term
Bell, R. G.	2 terms	Mulvey, D. J.	2 terms
Biern, R. O.	3 terms	Perez, Giovi	3 terms
Boeth, Paul R. W.	1 term	Pingree, David E.	2 terms
Burrell, Frederick H.	2 terms	Reed, David A.	1 term
Chapin, E. W.	2 terms	Rhuland, F. A., Jr.	1 term
Duffy, James H.	2 terms	Riker, Richard J.	2 terms
Flather, Charles	1 term	Schemmer, B. F.	1 term
Gonzalez, G. E., Jr.	2 terms	Shambaugh, P. W.	2 terms
Gross, Edward B.	2 terms	Sherry, John E. H.	2 terms
Hussey, G. W.	2 terms	Starke, Rodman D.	2 terms

PHILLIPS ACADEMY

oyce, Stephen J.	2 terms	Watson, William B.	1 term
eyes, E. W., 2d	3 terms	Weaver, Edwin S.	1 term
ozol, Lee H.	2 terms	Wentworth, Eric	1 term
ack, John E., Jr.	1 term	Woodhouse, C. R.	2 terms

JUNIORS

roms, Gene M.	2 terms	Houk, John T., Jr.	2 terms
chner, R. L.	2 terms	Jones, L. L. M.	3 terms
ernardin, George Flynn	1 term	Loberg, Paul W.	1 term
ennan, Peter D.	1 term	Lynch, Hubbard, Jr.	1 term
ornwell, G. G., 3d	2 terms	McColm, D. W.	2 terms
avenport, F. J.	3 terms	Taylor, Reuben, W., Jr.	2 terms
bbins, A. W.	2 terms	Weicker, F. E., Jr.	2 terms
uffy, William B., Jr.	1 term		

PHILLIPS ACADEMY

COLLEGES ADMITTING MEMBERS OF THE CLASS OF 1948

Amherst	6	Oklahoma, University of	
Babson Institute	1	Pennsylvania State College	
Bowdoin College	1	Pennsylvania, University of	
Brown University	6	Pomona College	
California Institute of Tech- nology	1	Princeton University	1
College of the Holy Cross	1	Purdue University	
Connecticut, University of	1	Rice Institute	
Cornell University	7	Rochester, University of	
Dartmouth College	11	Sampson College	
Denison University	2	Stanford University	
Duke University	2	Stockholm Technical Uni- versity	
Hamilton College	3	St. Lawrence University	
Harvard University	54	Trinity College	
Juniata College	1	Tufts College	
McGill University	1	Union College	
Maine, University of	1	United States Military Acad- emy	
Massachusetts Institute of Technology	11	United States Naval Academy	
Michigan State College	1	Virginia, University of	
Middlebury College	2	Williams College	
New Hampshire, University of	1	Wisconsin, University of	
Northwestern University	1	Yale University	6
Oberlin College	6		
		Total	23

PHILLIPS ACADEMY

STUDENTS 1948 - 1949

STUDENT COUNCIL

Seniors

Raymond Quintus Anderson
Allan Alexander Arthur Flynn
Clement Alexander Flagler Hastie
Donald James Sutherland
David Eric Swenson
Bass Campbell Wallace
Bruce Wylie Wallace

Upper Middlers

David Chase Linehan
Gardner Dudley Shepard
Rodman David Starke

Lower Middlers

John Timothy Anderson
Robert Wren Doran

SENIORS

(The student whose name is marked with an asterisk served in the United States armed forces during World War II.)

dams, Arthur Ware
lyea, Ethan Davidson, Jr.
mes, Peter Lesley
nderson, Raymond Quintus
very, Gordon Bennett
yars, James Sterling, Jr.
ailey, Donald Jay
aker, Wilder DuPuy, Jr.
all, George Alexander, 2d
anta, Bruce Ferris
ass, Walter Jason
atal, Michael Joseph, Jr.

Denver, Colo.
Montclair, N. J.
Cambridge
Bemus Point, N. Y.
Tehran, Iran
Urbana, Ill.
Peru, Ind.
Norfolk, Va.
Muncie, Ind.
Hackensack, N. J.
North Haven, Conn.
Lawrence

PHILLIPS ACADEMY

Bates, Bruce Banker
 Beatty, Henry McIntosh, Jr.
 Berkstresser, Gordon Abbott, 3d
 Blackwell, Harry Lucien, Jr.
 Blank, Henry Millet, Jr.
 Brayton, Robert Gifford
 Brennan, William Bernard, Jr.
 Brink, Clark Mills
 Brodeur, Paul Adrian, Jr.
 Broussard, Robert William
 Brown, David Henry
 Brown, James B.
 Brown, Robert Alexander, 3d
 Brumbaugh, Roy Bruce
 Bullard, Gardner Whitman, Jr.
 Bullen, Dana Ripley, 2d
 Burford, William B., Jr.
 Burke, Alan Delafield
 Carrier, Willis Haviland, 2d
 Cartmell, James Robert
 Chakkaphak, Prabhas
 Chandgie, Robert Stanford
 Chandler, Stephen Van Deventer
 Chase, Allen Keep
 Chase, Derwood Sumner, Jr.
 Cleveland, Paul Matthews
 Clifford, Paul Bancroft
 Cohen, Harvey Robert
 Collins, Ferdinand Iglehart, Jr.
 Collins, Morton Brokaw
 Collins, Richard Joseph
 Connable, Alfred Barnes, 3d
 Conover, Lawrence
 Creelman, Roger Davis
 Cross, John Walter, 3d
 Davidson, John Leon
 Dawson, Alvin Wilbur, Jr.
 Deal, Ralph MacGill
 Dolan, Larry Joseph
 Doran, Arthur Clement, Jr.

Port Nelson, Ontario, Canada
Cleveland, Ohio
Roanoke Rapids, N. C.
Cherry Point, N. C.
Short Hills, N. J.
Fall River
Providence, R. I.
Falls Church, Va.
Arlington Heights
Chevy Chase, Md.
Tenafly, N. J.
St. Louis, Mo.
St. Joseph, Mo.
Altoona, Pa.
Chestnut Hill
Gainesville, Fla.
Methuen
Newton Centre
Winchester
Middlebury, Vt.
Bangkok, Siam
Greensboro, N. C.
Hackensack, N. J.
Deerfield
Charlottesville, Va.
Tokyo, Japan
Weston
Swampscott
Bound Brook, N. J.
Bound Brook, N. J.
West Barrington, R. I.
Kalamazoo, Mich.
Mamaroneck, N. Y.
Winchester
Roslyn, L. I., N. Y.
Andover
Belmont
Charlotte, N. C.
Santurce, Puerto Rico
Wellesley Hills

PHILLIPS ACADEMY

ersey, Peter Collins	<i>New London, Conn.</i>
ass, James Harold, Jr.	<i>Sunbury, Pa.</i>
idley, Richard Hamilton	<i>Concord, N. H.</i>
incan, William Yeats, 3d	<i>New Haven, Conn.</i>
inham, Atwood Packard, Jr.	<i>Wellesley Hills</i>
ivoisin, George Edward	<i>Clearwater Beach, Fla.</i>
stham, James Dana	<i>Andover</i>
wards, Berry Hayes	<i>El Paso, Texas</i>
nst, Richard Holt	<i>Chestnut Hill</i>
oda, Antonio Llanes	<i>Glen Ridge, N. J.</i>
tes, Ralph	<i>Media, Pa.</i>
wcett, Frederick John, 2d	<i>Newton</i>
elding, Richard Baldwin	<i>Winthrop</i>
ney, Howard, 3d	<i>Montclair, N. J.</i>
ney, Jervis Spencer	<i>Eccleston, Md.</i>
anagin, Neil	<i>Glencoe, Ill.</i>
eming, Franceschi William Herbert	<i>Yauco, Puerto Rico</i>
ght, John William, Jr.	<i>Haverford, Pa.</i>
ynn, Allan Alexander Arthur	<i>Port Washington, L. I., N. Y.</i>
ynn, Charles Francis	<i>Chappaqua, N. Y.</i>
xwell, Richard Wilkes	<i>Camden, Maine</i>
agne, Robert Pickering	<i>Andover</i>
mbill, Malcolm Woodburn	<i>Wilkesboro, N. C.</i>
fford, Richard Cammann	<i>New York, N. Y.</i>
lden, Paul Richard	<i>Lawrence</i>
ss, Donald Carpenter	<i>Larchmont, N. Y.</i>
ant, Robert Redington, Jr.	<i>Haddon Heights, N. J.</i>
eco, Donald Roy	<i>Tokyo, Japan</i>
egory, David Arnold	<i>Wellesley</i>
rris, Elmer Russell	<i>Andover</i>
rrison, David Kent	<i>Belmont</i>
astie, Clement Alexander Flagler	<i>Takoma Park, Md.</i>
attemer, Robert Weatherly	<i>Easton, Pa.</i>
aves, Philip Schuyler	<i>Portland, Ore.</i>
ogan, Thomas Dennis, 2d	<i>Michigan City, Ind.</i>
ollman, Lawrence David	<i>Brockton</i>
omrighausen, Elmer Paul	<i>Princeton, N. J.</i>
ouk, John Franklin	<i>Dayton, Ohio</i>
usted, Donald Mackay	<i>Buffalo, N. Y.</i>
gersoll, Charles Stuart	<i>Halesite, N. Y.</i>

PHILLIPS ACADEMY

Into, Henry Alexander	<i>Lake Forest, Ill.</i>
Jewett, Frank Sniffen	<i>Southport, Conn.</i>
Johnson, Herbert Alden, Jr.	<i>Marblehead</i>
Johnston, Kenneth Kitchell, Jr.	<i>Bethesda, Md.</i>
Jones, Benjamin Charles, Jr.	<i>Tyrone, Pa.</i>
Jordan, Winthrop Donaldson	<i>Worcester</i>
Kaiser, Walter Jacob	<i>Bellevue, Ohio</i>
Kane, Louis Isaac	<i>Waban</i>
Karidakis, Nicholas George	<i>Duluth, Minn.</i>
Karst, Jerome Louis	<i>New York, N. Y.</i>
Kelly, Lawrence Edward	<i>Marblehead Neck</i>
Kennedy, Irving Gaynor, Jr.	<i>Stony Point, N. Y.</i>
Kerr, Bruce	<i>Providence, R. I.</i>
Kidd, Alexander Duncan	<i>Upper Montclair, N. J.</i>
Kimball, John Ward	<i>Andover</i>
Koch, John Sumner	<i>Dundee, Ill.</i>
Kooistra, John Andrew, Jr.	<i>North Andover</i>
Kopko, David MacKay	<i>Elmira, N. Y.</i>
Kreider, Clement Horst, Jr.	<i>Harrisburg, Pa.</i>
Kuroda, Nagahide	<i>Tokyo, Japan</i>
Kurzman, Larry David	<i>Huntington, W. Va.</i>
Kurzon, Donald Alan	<i>Uxbridge</i>
Laudani, Angelo Louis	<i>Lawrence</i>
Lautaud, Jacques Yves André	<i>Aix-en-Provence, France</i>
Lazarus, Alan Jay	<i>San Francisco, Calif.</i>
Lebet, David Pierre	<i>Haverhill</i>
Leete, William Harmon	<i>Longmeadow</i>
Leonard, Charles Everett	<i>Duxbury</i>
Levin, Philip Dane	<i>Newton</i>
Lindholm, Clifford Falstrom, 2d	<i>Upper Montclair, N. J.</i>
Linn, Milman Hart, 3d	<i>Zanesville, Ohio</i>
Lombard, Richard David	<i>Chelmsford</i>
Lombardi, Francis Thomas	<i>Syracuse, N. Y.</i>
Lovejoy, Sherwood	<i>Greens Farms, Conn.</i>
McDougal, Alfred Leroy, 3d	<i>Glencoe, Ill.</i>
McLane, James Price, Jr.	<i>Akron, Ohio</i>
McTyeire, Holland Nimmons, 4th	<i>Louisville, Ky.</i>
Machain, Andre David	<i>Beverly</i>
Messing, James Harris	<i>New York, N. Y.</i>
Millager, William Robert	<i>Ottawa, Ohio</i>

PHILLIPS ACADEMY

Fitchell, George Sage	<i>South Orange, N. J.</i>
Folther, Francis Averill	<i>Ancon, Canal Zone</i>
Ioniz, William Bettencourt	<i>New Bedford</i>
Joore, Franklin, Jr.	<i>Harrisburg, Pa.</i>
Juldowny, John	<i>New York, N. Y.</i>
Julligan, Samuel Rhoads	<i>Dallas, Pa.</i>
Jance, Francis Carter	<i>Oak Ridge, Tenn.</i>
Jash, Paul Le Noir	<i>Rhinebeck, N. Y.</i>
Jebel, Harry Thomas	<i>West View, Pa.</i>
Jeelands, Peter Grant	<i>Sands Point, L. I., N. Y.</i>
Jichols, William Edward	<i>Andover</i>
Jicholson, Richard Grafton	<i>Notts, England</i>
J'Neil, Gilbert William	<i>Gloucester</i>
J'Reilly, Frank Arthur	<i>Lawrence</i>
Jsgood, William Coit, Jr.	<i>Wellesley Hills</i>
J'Shea, Samuel Omer	<i>Wilton, N. H.</i>
Jwens, Owen Michael	<i>Piedmont, Calif.</i>
Jackard, Edward Burt, Jr.	<i>Huntington, L. I., N. Y.</i>
Jarke, Charles Doyle	<i>Akron, Ohio</i>
Jarker, John Richard	<i>Lawrence</i>
Jenwell, Delos	<i>Andover</i>
Jerkins, David Ferguson	<i>West Bridgewater</i>
Jelps, Barry Coon	<i>East Rochester, N. Y.</i>
Jierce, George Preble	<i>Fargo, N. D.</i>
Jolk, Louis Frederick, Jr.	<i>Dayton, Ohio</i>
Jotter, Benjamin Elon	<i>Montclair, N. J.</i>
Jratt, John Clark	<i>Darien, Conn.</i>
Jrinster, John Howard	<i>Grand Junction, Colo.</i>
Jurves, Alan Carroll	<i>Media, Pa.</i>
Jutnam, Nelson Butler	<i>Barre, Vt.</i>
Jayder, Michael Lawrence	<i>Bristol, Conn.</i>
Jeed, David Allan	<i>Lakewood, Ohio</i>
Jeed, David Quinlan	<i>Kansas City, Mo.</i>
Jeynolds, Frederick Pratt, 3d	<i>White Plains, N. Y.</i>
Jhangos, William Charles	<i>Lowell</i>
Jhodes, Rodman Dunbar	<i>Des Moines, Iowa</i>
Jider, Theodore Harold, Jr.	<i>Concord</i>
Jobillard, Laval Emile	<i>Leominster</i>
Jobinson, Anthony Christopher	<i>Woodstock, N. Y.</i>
Jobinson, Kent Curtis	<i>New York, N. Y.</i>

PHILLIPS ACADEMY

Rockett, Francis Xavier
 Rolde, Neil Richard
 Runyon, John Lewis
 Ryan, Edwin Stripling
 Savard, Louis Basil
 Schaffer, John Armes
 Schmidt, Richard Frederick
 Seney, Henry William, Jr.
 Shaifer, Carl Henry, 3d
 Siragusa, Ross David, Jr.
 Slade, Clarke Winship, Jr.
 Smeeth, Conrad
 Smith, Bruce Michael
 Smith, Edwin Gehring
 Smith, Gardner Watkins
 Snelling, Charles Darwin
 Spencer, John
 Spengler, Silas Oliver
 Sprague, Hugh Almeron, 3d
 Stenson, James
 Stoltze, William Norris
 Stonehill, Arthur Ira
 Stuckey, Kenneth Fairchild
 Sutherland, Donald James
 Sutherland, John
 Sweeney, Robert Berrell
 Swenson, David Eric
 Tanzer, John Brian
 Taylor, William Wilkinson
 Ten Eyck, Peter Hoyos
 Thoman, Richard Billing
 Thompson, Donald Enrique
 Thomson, William Page
 Tilton, Gardner Stratton
 Torrance, Edwin Gager
 Torrey, William Clayton
 Trask, Donald Morgan
 Wait, James Reynolds, Jr.
 Wallace, Bass Campbell
 Wallace, Bruce Wylie

Medford
Chestnut Hill
Darien, Conn.
Fort Worth, Texas
Fairport, N. Y.
Montclair, N. J.
Metuchen, N. J.
Toledo, Ohio
Montclair, N. J.
Barrington, Ill.
Olney, Md.
Greenwich, Conn.
Glenview, Ky.
Swampscott
Brookline
Allentown, Pa.
Owings Mills, Md.
Menasha, Wis.
St. Joseph, Mo.
Winnetka, Ill.
Santa Barbara, Calif.
Norwalk, Conn.
Myrtle Beach, S. C.
Manhasset, L. I., N. Y.
New Rochelle, N. Y.
Maplewood, N. J.
Concord, N. H.
Lawrence
Longview, Texas
Annapolis, Md.
Cincinnati, Ohio
Harvard
New Canaan, Conn.
Concord, N. H.
Waterbury, Conn.
Ridgefield, Conn.
Beverly
Auburn, N. Y.
Houston, Texas
Houston, Texas

PHILLIPS ACADEMY

ashburn, Kenneth Grimes	<i>Great Neck, L. I., N. Y.</i>
askowitz, William Jay	<i>New Britain, Conn.</i>
eber, Robert Erwin Edward	<i>Bronxville, N. Y.</i>
ells, David Torrey	<i>New York, N. Y.</i>
est, Frederick Richard, Jr.	<i>Kauai, T. H.</i>
estcote, William Timpson, 3d	<i>Glen Ridge, N. J.</i>
exler, Jerrold Alan	<i>Leominster</i>
hite, James Floyd	<i>Rutland, Vt.</i>
hite, Russell, 3d	<i>Weston</i>
illiams, Roger Lewis, Jr.	<i>Utica, N. Y.</i>
illiamson, Charles Dickie	<i>Fort Worth, Texas</i>
indsor, James Heppes	<i>Milwaukee, Wis.</i>
ood, Henry Frost, Jr.	<i>Chestnut Hill</i>
urem, Harvey Alan	<i>Savannah, Ga.</i>

Seniors—226

UPPER MIDDLE

brams, George Saul	<i>Newton</i>
iello, Lloyd Malugani	<i>Cambridge</i>
len, Robert Gray, Jr.	<i>Lewiston, N. Y.</i>
inquist, John Arthur, Jr.	<i>Kennett Square, Pa.</i>
rnold, John	<i>Boston</i>
ustin, Charles Ward	<i>Seattle, Wash.</i>
very, John Scales	<i>Tehran, Iran</i>
ullard, Samuel Sloan	<i>Winnetka, Ill.</i>
ard, John Edwards	<i>Bridgeport, Conn.</i>
catty, Christopher Cozzens	<i>Huntington, L. I., N. Y.</i>
catty, George Wood	<i>Grosse Pointe Farms, Mich.</i>
eck, Robert Irving	<i>Elmira, N. Y.</i>
ilenson, Anthony Charles	<i>Mt. Vernon, N. Y.</i>
ill, Richard Greenwood	<i>Rye, N. Y.</i>
esso, Marc Joseph	<i>Cairo, Egypt</i>
ern, Robert Oscar	<i>Huntington, W. Va.</i>
um, Ralph, Jr.	<i>Beverly Hills, Calif.</i>
eth, Paul Richard Wells	<i>Jackson Heights, L. I., N. Y.</i>
nsall, Henry Haines, 3d	<i>Albany, N. Y.</i>
oth, Charles Harrington	<i>Greensburg, Pa.</i>
otto, Donald Robert	<i>Hicksville, L. I., N. Y.</i>
ace, Richard Gould	<i>Dover</i>

PHILLIPS ACADEMY

Brooks, Philip Alanson	<i>Longmeadow</i>
Brown, John Welburn, Jr.	<i>Louisville, Ky.</i>
Brown, Timothy Manning	<i>Boston</i>
Burgess, Robert William	<i>Shrewsbury</i>
Burrell, Frederick Hunter	<i>Bedford Hills, N. Y.</i>
Capra, Frank Peter	<i>New Rochelle, N. Y.</i>
Carey, Edward John, Jr.	<i>Andover</i>
Carroll, Robert David	<i>West New York, N. J.</i>
Carter, James Rose, Jr.	<i>Squantum</i>
Champion, Stevens	<i>Darien, Conn.</i>
Chapin, Edward Whiting	<i>Longmeadow</i>
Chaplin, James Crossan, 4th	<i>Sewickley, Pa.</i>
Chase, Gordon	<i>Worcester</i>
Chermayeff, Ivan	<i>Chicago, Ill.</i>
Clifford, George Edward, Jr.	<i>Pittsburgh, Pa.</i>
Cole, Andrew Thomas, Jr.	<i>Urbana, Ill.</i>
Coles, Douglas Terry	<i>Bradford</i>
Collins, Daniel Joseph, Jr.	<i>Haverhill</i>
Cornwell, Gibbons Gray, 3d	<i>West Chester, Pa.</i>
Crozier, William Marshall	<i>Englewood, N. J.</i>
Cumming, Edward Chandler	<i>Davidson, N. C.</i>
d'Amonville, Emmanuel d'Eynau	<i>Barcelona, Venezuela</i>
Dana, James Dwight, 3d	<i>West Hartford, Conn.</i>
de Sibour, Jacques Blaise, Jr.	<i>Washington, D. C.</i>
Dietz, Christian Gustav, Jr.	<i>Winthrop</i>
Drake, William McClellan, Jr.	<i>Elkhart, Ill.</i>
Duffy, James Henry	<i>North Andover</i>
Eder, Richard Gray	<i>Port Washington, L. I., N. Y.</i>
Elwell, Richard Derby, Jr.	<i>Cedarhurst, L. I., N. Y.</i>
Epler, Palmer York, Jr.	<i>Upper Nyack, N. Y.</i>
Epstein, Gerald Simeon	<i>Haverhill</i>
Erdman, Calvin Pardee, Jr.	<i>San Marino, Calif.</i>
Esmiol, Pattison	<i>Colorado Springs, Colo.</i>
Ferguson, George Randolph, Jr.	<i>Bronxville, N. Y.</i>
Finkelstein, Thomas Learned	<i>Hilltown, Pa.</i>
Finnegan, James Aloysius	<i>New York, N. Y.</i>
Fish, Walter Hamilton	<i>Stoneham</i>
Fisher, Howard Shreve, 3d	<i>Greenwich, Conn.</i>
Flather, Charles	<i>Andover</i>
Fletcher, James Benson, Jr.	<i>Baton Rouge, La.</i>
Flynn, Peter Allan	<i>Auburn, N. Y.</i>

PHILLIPS ACADEMY

unklin, Curtis, Jr.	<i>Mountain Lakes, N. J.</i>
nem, William Louis	<i>Andover</i>
rdere, George Pierre, Jr.	<i>Dallas, Texas</i>
ob, William Travis, 3d	<i>Kensington, Md.</i>
ar, Robert Jefferson	<i>Houston, Texas</i>
ddard, Robert Whyte	<i>Marblehead</i>
nzález, Guillermo Enrique, Jr.	<i>Santurce, Puerto Rico</i>
od, Barry Campbell	<i>New York, N. Y.</i>
rdon, Charles Finberg	<i>Lowell</i>
rdon, Thomas Pascoe	<i>Carnegie, Pa.</i>
rdon, Walter Richard	<i>Salem</i>
ubert, Peter Anton	<i>Englewood, N. J.</i>
ay, Peter Le Breton	<i>Wellesley Hills</i>
eene, Alexander Grant	<i>Syracuse, N. Y.</i>
oss, Edward Bailey	<i>Harrisburg, Pa.</i>
ll, Andrew Martel	<i>Nacogdoches, Texas</i>
ammond, Gordon Leon	<i>Hampton, N. H.</i>
anna, John Paul	<i>Stanford University, Calif.</i>
ardy, Peter Duryee	<i>Manchester, Vt.</i>
arris, Herbert Donald, Jr.	<i>Chappaqua, N. Y.</i>
arvey, Byron Schermerhorn, 3d	<i>Chicago, Ill.</i>
avelock, John Eric	<i>Cambridge</i>
ndry, Neil Alexander	<i>Holyoke</i>
errey, Antony Lothar Julien	<i>Flushing, L. I., N. Y.</i>
errick, John Wilton	<i>Topsfield</i>
ggins, Haydn	<i>Andover</i>
ll, Richard Harvey	<i>Portland, Maine</i>
rsch, Barron Miles D.	<i>Norwood</i>
rsch, John Butler	<i>Rydal, Pa.</i>
obbie, Edward Henshaw	<i>South Deerfield</i>
omet, Roland Stevens, Jr.	<i>Lake Saranac, N. Y.</i>
werton, Robert Dunn	<i>Charlotte, N. C.</i>
assey, Gorham Wood	<i>Presque Isle, Maine</i>
atchinson, William Merrill	<i>Wallingford, Conn.</i>
coby, George Alonzo, Jr.	<i>Grosse Pointe, Mich.</i>
nson, Howard Brennan	<i>Providence, R. I.</i>
nes, Walter Leland	<i>La Grange, Ill.</i>
yce, Stephen James	<i>New York, N. Y.</i>
aiser, Bruce Arthur	<i>Kansas City, Mo.</i>
efe, Thomas John, Jr.	<i>Arlington</i>

PHILLIPS ACADEMY

Keyes, Eben Wight, 2d
 Killough, Walton Barr, 2d
 King, William Fuller, Jr.
 Kingsley, Daniel Thain
 Kitchel, Robert Hankee
 Kittleman, William Buxton
 Knight, Carlton Edward, Jr.
 Kohler, John August
 Kohler, Walter Jodok, 3d
 Kopperl, Paul Burger
 Kozol, Lee Hyam
 Kubo, Masaaki
 Lange, William Montgomery
 Letkemann, Herkus Winrick V., 2d
 Levenson, Daniel David
 Levitt, William Jaird, Jr.
 Lincoln, John Crafts
 Linehan, David Chase
 Logan, Frank Granger, 2d
 Lyddon, Paul William, Jr.
 MacCallum, Spencer Heath
 McDonald, James Kenneth
 McKim, William Huston
 Mack, John Erick, Jr.
 Madden, Joseph McKee
 Malcolm, Miller Day
 Marden, John Alexander Rutherford
 Marston, Donn William Richard
 Martin, Donnan
 Martin, Kenneth Adams
 Matthews, Norman Stuart
 Metcalfe, Baxter Rand
 Meyer, Frank Rogerson
 Miller, Edward Steinert
 Miller, James Clare, 2d
 Mishaan, Alberto
 Miskimin, Harry Alvin, Jr.
 Moran, Edward Glancy
 Mulvey, Donald Joseph
 Murray, Irvin Gillis
 Neville, Richard Gregg

Winchester
Baytown, Texas
West Newton
Portland, Ore.
Vero Beach, Fla.
Greenville, Miss.
Brockton
Palo Alto, Calif.
Kohler, Wis.
Short Hills, N. J.
Brookline
Tokyo, Japan
Chippewa Falls, Wis.
Alexandria, Va.
Brookline
New York, N. Y.
Montpelier, Vt.
Hammondsport, N. Y.
Great Barrington
Rochester, N. Y.
New York, N. Y.
Alexandria, Va.
Sea Island, Ga.
Pasadena, Calif.
Lexington, Ky.
Richmond, Ind.
Cambridge
Rye, N. Y.
Macon, Ga.
Lancaster
New York, N. Y.
Hamden, Conn.
Peoria, Ill.
Lawrence
Glendale, Ohio
Guatemala City, Guatemala, G.
Bloomfield, N. J.
Norwich, Conn.
Andover
Simsbury, Conn.
New York, N. Y.

PHILLIPS ACADEMY

owaczek, Edward Jonathan
 ffenbacher, William Philip
 ttenheimer, John Underhill
 ulmer, Michael
 urker, Ronald Edward
 asalodos, Dámaso José Miguel
 utton, Wendell Keeler
 usley, Alexander, Jr.
 ayson, Michael Hunter
 enick, Sydnor Barksdale, 3d
 erez, Giovi
 ngree, David Edwin
 att, Charles Adams, 2d
 ond, Geoffrey
 order, Michael Steven
 owell, Thomas Hooker
 uitt, Raymond Andrew
 urdy, Strother Beeson, Jr.
 eese, Peter Arnold Karthaus
 eynolds, Charles Dewey Hilles
 uland, Frank Alfred, Jr.
 ker, Richard John
 ogers, Robert Glover
 hrbrough, Malcolm Justin
 ose, John Evans, Jr.
 oss, Richard Alan
 owland, Edward Searles
 ubeor, Russell George
 gebiel, James Lambert, Jr.
 keld, Robert John
 ndzén, Sigurd Carl, Jr.
 nauffer, Jerry Wilson Perry
 naum, Rounsevelle Wildman
 nemmer, Benjamin Franklin
 rager, Michael
 fer, David
 ngelmann, Juergen
 ngelmann, Klaus
 ambaugh, Philip Wells
 epard, Gardner Dudley

Kingston, N. Y.
Shaker Heights, Ohio
Windham, Conn.
Topeka, Kan.
Marblehead
Havana, Cuba
Clinton, N. Y.
Providence, R. I.
Portland, Maine
Montclair, N. J.
Springfield
Andover
New York, N. Y.
Darien, Conn.
Brookline
Baltimore, Md.
Chicago, Ill.
Purdy's, N. Y.
Wilmington, Dela.
Pittsfield
Belfast, Maine
Rumson, N. J.
Rutland, Vt.
Cambridge
Sewickley, Pa.
Elmira, N. Y.
Methuen
Hinsdale, N. H.
Dayton, Ohio
Hillsdale, N. J.
Mamaroneck, N. Y.
Pelham Manor, N. Y.
Pasadena, Calif.
New York, N. Y.
Chicago, Ill.
East Orange, N. J.
Managua, Nicaragua, C. A.
Managua, Nicaragua, C. A.
New York, N. Y.
West Newton

PHILLIPS ACADEMY

Sherry, John Ernest Horwath	<i>New York, N. Y.</i>
Shirley, William Henry, Jr.	<i>Somerville</i>
Sides, Winfield Michael, Jr.	<i>Andover</i>
Simonton, Robert Bennet	<i>Cazenovia, N. Y.</i>
Simpich, Frederick, 3d	<i>Honolulu, T. H.</i>
Skeirik, Lewis	<i>Andover</i>
Smith, Edward Hartley	<i>Marblehead</i>
Smith, Ernest Thomas, 3d	<i>Claremont, N. H.</i>
Sourian, Peter Levon Bayentz	<i>New York, N. Y.</i>
Stamas, Theodore Anastasios	<i>Lowell</i>
Starke, Rodman David	<i>Durham, N. H.</i>
Stearns, James Pierce, Jr.	<i>Chagrin Falls, Ohio</i>
Steinberg, Marvin Edward	<i>Highland Park, N. J.</i>
Stewart, Hercules Dorn, Jr.	<i>Lancaster, Pa.</i>
Stone, Allan Barry	<i>Purchase, N. Y.</i>
Suisman, Richard	<i>West Hartford, Conn.</i>
Sykes, Zenas Monroe, Jr.	<i>Atlanta, Ga.</i>
Taylor, George Chadbourne, 3d	<i>Kirkwood, Mo.</i>
Terry, Whitelaw Todd, Jr.	<i>St. Louis, Mo.</i>
Thompson, John Chesney	<i>St. Joseph, Mo.</i>
Thornton, Edmund Braxtan	<i>Ottawa, Ill.</i>
Todd, Robert Charles, Jr.	<i>Pittsburgh, Pa.</i>
Toole, Allan Lawrence	<i>Scarsdale, N. Y.</i>
Urnes, Paul David	<i>Michigan City, Ind.</i>
Valentine, Bruce O.	<i>Denver, Colo.</i>
Van Cleve, Robert Baldwin	<i>Moberly, Mo.</i>
Walker, John Warren	<i>Clifton Springs, N. Y.</i>
Ward, Arthur Boyd	<i>Darien, Conn.</i>
Warden, Maxwell Rinehardt, Jr.	<i>Fairfield, Conn.</i>
Waring, Philip Brooks	<i>Melrose</i>
Watson, William Braasch	<i>Carnegie, Pa.</i>
Weaver, Edwin Snell	<i>Andover</i>
Webb, George Henry, Jr.	<i>Oradell, N. J.</i>
Wells, Rodney Edmund	<i>Kingston, N. Y.</i>
Wentworth, Eric	<i>Chicago, Ill.</i>
Weymouth, Clark, Jr.	<i>Rochester, N. Y.</i>
Whinston, John Simon	<i>Mount Vernon, N. Y.</i>
Wight, Daniel Ewing, Jr.	<i>Frederick, Md.</i>
Winslow, Burnside, Jr.	<i>New Haven, Conn.</i>
Witherwax, Winfield Scott, Jr.	<i>Naugatuck, Conn.</i>

PHILLIPS ACADEMY

ood, Charles Amos, Jr.
oodhouse, Caleb Randall
ost, Dudley DuRoss

Syracuse, N. Y.
Weston
Lakewood, Ohio

Upper Middlers—227

LOWER MIDDLE

proms, Gene Mayer
ckerson, Edmund Edwards
dams, Clarence Henry, 3d
dkins, Douglas Lee
dkins, Winthrop Ross
exander, Arthur Stirling
lenby, Norman Richard
nderson, Edward Everett
nderson, John Timothy
nsin, Ronald Marvin
achner, Robert Lawrence
uldwin, Peter Arthur
arton, Robert Joyce
eardsley, Robert Buchanan
erkowitz, Harry William
ernardin, George Flynn
ales, Robert James
ooth, Stephen Walter
odeur, David Dallin
rooks, George McNeille
urton, Robert Ward
rington, Homer Morrison, 3d
andee, Mark Chunn, Jr.
astle, Clifford DeWitt, 3d
astle, John Whitcomb
oud, John Moorhead
ooke, William Latimer, Jr.
owther, William Edward, Jr.
urtis, Chase Scully
uthbertson, Robert John
utting, Lloyd Wilfred, Jr.
avenport, Franklyn John
avis, Mayes Smith, Jr.

Dermott, Ark.
Washington, D. C.
Denver, Colo.
New York, N. Y.
New York, N. Y.
Washington, D. C.
Taunton
Durham, N. C.
Bemus Point, N. Y.
Miami Beach, Fla.
New York, N. Y.
Andover
Pasadena, Calif.
Elkhart, Ind.
Woodstock, N. Y.
Andover
Cleveland, Ohio
New Milford, Conn.
Arlington Heights
Flushing, L. I., N. Y.
Lawrence
Rome, Italy
Greenwich, Conn.
Concord
Sandwich, Ill.
Englewood, N. J.
Charleston, W. Va.
Fall River
Clinton, Iowa
Greenwich, Conn.
Southport, Conn.
Newton Centre
New York, N. Y.

PHILLIPS ACADEMY

deCordova, Peter
 deLahunta, Alexander
 Denison, John Hopkins, 3d
 Dibbins, Albert William
 Doak, James Henry, Jr.
 Doran, Robert Wren
 Douglas, Robert Gordon, Jr.
 Duerr, Wolfgang Hans
 Duffy, William Bernard, Jr.
 du Pont, Anthony Averell
 Eckert, Robert Kreider
 Everett, Donald Fales
 Falvey, Donald, Jr.
 Filides, Michael Charles
 Findlay, Charles Noyes
 Fishman, Michael Elihu
 Flanders, James William, Jr.
 Freeman, Richard Greenwood, Jr.
 Friedmann, Hugh Christian
 Funkhouser, James Claggett
 Gilbert, Roger, Jr.
 Gilland, Wilmot Gibbes
 Gillespie, Gerald Ernest Paul
 Goffart, Walter André
 Goodman, William Ernest, 4th
 Goodnow, John Maker, Jr.
 Graham, Douglas Hume
 Griffin, Walter Augustine, Jr.
 Grossmann, John Rudolph
 Handley, Lawrence Merkel
 Hitchcock, Bryan
 Hoffman, Harold
 Horowitz, Paul Sumner
 Houk, John Talbott, Jr.
 Howard, John Franklyn
 Howerton, Philip Thomas
 Ingersoll, John Campbell, Jr.
 Jackson, Robert Davis, Jr.
 Jessup, Robert Burnham
 Johnston, Oswald Leon, Jr.
 Jones, Leonard Lucius Maro
 Kapelson, Richard Allan

Poughkeepsie, N. Y.
Concord, N. H.
Big Horn, Wyo.
Melrose
Meriden, Conn.
Wellesley Hills
Pelham Manor, N. Y.
Binghamton, N. Y.
North Andover
Wilmington, Dela.
Lebanon, Pa.
Norwood
Swampscott
Concord, N. H.
Huntington, L. I., N. Y.
New Haven, Conn.
Meriden, Conn.
New Rochelle, N. Y.
Hawthorne, N. J.
Durham, N. H.
Greenwich, Conn.
Lakemont, N. Y.
East Cleveland, Ohio
New York, N. Y.
Philadelphia, Pa.
Greenbush
Erie, Pa.
Lawrence
Middlebury, Vt.
Chappaqua, N. Y.
Waterbury, Conn.
Ithaca, N. Y.
Brockton
Sea Island, Ga.
Winter Haven, Fla.
Charlotte, N. C.
Halesite, N. Y.
Ridgefield, Conn.
Cynwyd, Pa.
New York, N. Y.
Andover
Methuen

PHILLIPS ACADEMY

eith, Robert
 elsey, Irving John
 ern, Donald Ellsworth
 imball, Frederic Menner
 imball, Robert Scott, 3d
 ipka, Robert Edward
 och, Albin Cooper
 ostick, Milton James
 reulen, Roelof Anton, Jr.
 arsen, Robert George
 arson, Lee Martin, Jr.
 asley, Jerry Kingsley
 ee, William Ming-Sing
 oberg, Paul Wellington
 ogan, Francis Matthew, Jr.
 oPresti, Alfred Edmond, Jr.
 ynch, Hubbard, Jr.
 iacAskill, Everett, Jr.
 icCarthy, James Peter
 icColm, Douglas Woodruff
 anheimer, William Arthur
 iarcus, Robert Alan
 iaxwell, Philip Patrick, Jr.
 iayer, Frank Dewey, Jr.
 iayer, Worthington Scranton
 ierrick, Robert Leighton
 iiller, Daniel LeRoy
 ioe, Albert Gerhard
 iowbray, Louis Kempe
 ief, Edward Victor
 iegus, Sidney Stevens, Jr.
 iewell, John Osgood, 3d
 igden, John Boyd, Jr.
 iates, James Johnston, Jr.
 ieterson, Donald Marvin
 iettus, Thomas Wright, Jr.
 iel, Mark
 iaised, Edward Endicott
 iews, John Harry Rice
 iutney, Robert Emerson, Jr.
 iuainton, Anthony Cecil Eden

Kansas City, Mo.
Perth Amboy, N. J.
Ottsville, Pa.
St. Louis, Mo.
Reno, Nev.
Cleveland Heights, Ohio
Sewickley, Pa.
East Lynn
New York, N. Y.
Newton
Duluth, Minn.
Flemington, N. J.
Hongkong, China
Jacksonville, N. Y.
Lawrence
Winthrop
Fairfield, Conn.
Andover
Port Washington, L. I., N. Y.
Litchfield, Conn.
Chicago, Ill.
New York, N. Y.
Honolulu, T. H.
Chicago, Ill.
Dalton, Pa.
Fort Bragg, N. C.
Erie, Pa.
Arlington, Va.
Smith's Parish, Bermuda
Ottawa, Canada
Richmond, Va.
New York, N. Y.
Columbus, Ohio
Northport, L. I., N. Y.
Lakewood, N. Y.
St. Louis, Mo.
New York, N. Y.
Methuen
Edgewater, Md.
Rydal, Pa.
Seattle, Wash.

PHILLIPS ACADEMY

Raine, Ashby Kendall	<i>Richmond, Va.</i>
Regan, Frank Joseph, Jr.	<i>Lawrence</i>
Regan, Thomas Joseph	<i>Merrick, L. I., N. Y.</i>
Richards, David Read	<i>Waco, Texas</i>
Richmond, Clinton Quackenbush, 2d	<i>Jaffrey, N. H.</i>
Rider, George Salkeld King	<i>Brightwaters, L. I., N. Y.</i>
Rush, Lockwood	<i>Paoli, Pa.</i>
Ryder, Robert Daly	<i>Hamden, Conn.</i>
Scheiwe, John Paul	<i>Glen Rock, N. J.</i>
Schereschewsky, John Forby, Jr.	<i>Cornwall, Conn.</i>
Schultz, Jordan Marsh	<i>Chapel Hill, N. C.</i>
Sellers, Horace Wells, 3d	<i>Hebron, Conn.</i>
Smith, James Moore, Jr.	<i>Cincinnati, Ohio</i>
Smith, Peter Read	<i>Barneveld, N. Y.</i>
Spruance, Preston Lea, Jr.	<i>Greenville, Dela.</i>
Stengel, Robert Miller	<i>Buffalo, N. Y.</i>
Stern, Peter Albert	<i>Andover</i>
Stewart, George Clark	<i>Pasadena, Calif.</i>
Stoddart, George Anderson	<i>Oyster Bay, L. I., N. Y.</i>
Strzetelski, George Tadeush	<i>New York, N. Y.</i>
Sutherland, Robert Bruce	<i>Manhasset, L. I., N. Y.</i>
Sylvester, Charles Thomas	<i>Newport, R. I.</i>
Taylor, John Madison	<i>New York, N. Y.</i>
Taylor, Reuben, W., Jr.	<i>Chihuahua, Chih., Mexico</i>
Thatcher, Morris Llewellyn	<i>Englewood, N. J.</i>
Thompson, Carlton Woodruff	<i>Los Angeles, Calif.</i>
Thompson, Robert Farris, Jr.	<i>El Paso, Texas</i>
Thorndike, William Nicholas	<i>Chestnut Hill</i>
Tuck, Andrew Edward, 4th	<i>Syracuse, N. Y.</i>
Tyson, Michael Mark	<i>Falls Village, Conn.</i>
Ullman, James Ramsey, Jr.	<i>New York, N. Y.</i>
Ullman, Richard Henry	<i>San Antonio, Texas</i>
Van Alstyne, William Beekman, 3d	<i>Montreal West, P.Q., Canada</i>
Van Buren, William	<i>Scarsdale, N. Y.</i>
Ward, Thomas Raymond	<i>Rochester, N. Y.</i>
Weicker, Frederick Ernest, Jr.	<i>Toluca, Mexico</i>
Wright, Thomas Wilson	<i>Fergus Falls, Minn.</i>
Yatsu, Frank Michio	<i>Cleveland, Ohio</i>
Youman, Alfred Eliot	<i>New York, N. Y.</i>

Lower Middlers—155

JUNIORS

dams, Peter Warne
 nderson, Robert Davis
 rmstrong, Noël, Jr.
 ay, Eugene Albert, Jr.
 eebe, Hugh Grenville
 odman, John Oramel
 race, Lloyd DeWitt, Jr.
 raun, Stuart Lee
 rayton, William Lawton Slade
 ridges, Glenn Jackson, Jr.
 rittin, Geoffrey Mellor
 romberg, Myron James
 rown, Charles Sidney
 ullen, Pierce Kendall
 ooper, Henry Spotswood Fenimore
 orbin, Neal Harrison
 otton, Richard Barclay
 rehore, Joseph Frederick
 urtis, Harry Joseph, Jr.
 avis, George Washington, 3d
 lean, Edward Paige, Jr.
 eCamp, Joseph Graydon
 eMerell, Richard Noel
 insmoor, John Carpenter, Jr.
 ubon, Luis Eugenio, Jr.
 upont, Joseph Cyrille, 3d
 yke, Peter Donaldson
 llison, Arthur Berry
 lson, Edward Elliott
 sguerra, Fernando
 aigel, Harris Cantor
 arrar, Lloyd Phillip
 isher, Louis Antony
 lather, Charles Randolph
 ortmiller, Hubert Clare, Jr.
 reedlender, Arthur Elliott
 urst, Roger Conkey
 anem, Alan Joseph

Greenwich, Conn.
Welland, Ontario, Canada
Greenwich, Conn.
Flushing, L. I., N. Y.
Washington, D. C.
Winchester
Dover
Pikesville, Md.
Fall River
Atlanta, Ga.
Auburn, Ala.
Passaic, N. J.
St. Louis, Mo.
Gainesville, Fla.
New York, N. Y.
Chester, Conn.
Natick
Wenham
Flushing, L. I., N. Y.
Bessemer, Ala.
Andover
Cincinnati, Ohio
Scarsdale, N. Y.
Boston
Santurce, Puerto Rico
New Orleans, La.
Steubenville, Ohio
Swampscott
Norfolk, Va.
Bogota, Colombia, S. A.
Lawrence
Durham, N. H.
Bradford, Pa.
Providence, R. I.
Brookline
Haverhill
Toledo, Ohio
Andover

PHILLIPS ACADEMY

Gilmour, Francis Courtlandt Raoul	<i>Paget, Bermuda</i>
Gordon, Robert Frederick	<i>Lowell</i>
Green, James Layng, Jr.	<i>Bedford Village, N. Y.</i>
Grohe, William Edward, Jr.	<i>Longmeadow</i>
Guthrie, Robert Larason	<i>Fair Haven, N. J.</i>
Hammond, Dennis McCall	<i>Minneapolis, Minn.</i>
Hare, Hugh Gerald	<i>West Newton</i>
Harshman, Warren Blair	<i>Englewood, N. J.</i>
Hayne, Paul, 3d	<i>Brookline</i>
Hearin, Dick Huntington	<i>Baton Rouge, La.</i>
Heckel, Richard Werner	<i>Massapequa, L. I., N. Y.</i>
Henderson, Frederick John	<i>Winter Haven, Fla.</i>
Henderson, Graeme Wearn	<i>Charlotte, N. C.</i>
Hill, John Grant	<i>Singapore, S. S.</i>
Hinkson, Roger Leo, Jr.	<i>Hempstead, L. I., N. Y.</i>
Holt, Hamilton Bowen, 2d	<i>Hampton, Conn.</i>
Horn, John Fraser, 2d	<i>New York, N. Y.</i>
Howell, Charles Morgan, 3d	<i>Kansas City, Mo.</i>
Humphreys, Kellogg Patton	<i>Salem</i>
Hurley, Edmund Michael	<i>Brookline</i>
Hutchins, Warren Clifton	<i>Charlotte, N. C.</i>
Jones, David Mattern	<i>Tyrone, Pa.</i>
Kalil, Charles Jeffrey	<i>Lawrence</i>
Keith, John Ingalls	<i>Kansas City, Mo.</i>
Klein, Herbert Alan	<i>Andover</i>
Kohler, Peter Galt	<i>Kohler, Wis.</i>
Lane, Frederick Hall, 4th	<i>Oakham</i>
Lawrence, Richard Galan	<i>Yonkers, N. Y.</i>
LeFavour, Bruce	<i>Amsterdam, N. Y.</i>
Lewis, Edwin Francis, Jr.	<i>Andover</i>
Luhrmann, George William, Jr.	<i>Cedar Brook, N. J.</i>
McCarthy, Laurence James	<i>Watertown</i>
McCoy, William Daniel, Jr.	<i>Waban</i>
MacDonald, Stuart Graeme	<i>Weston, Vt.</i>
McGregor, Douglas, Jr.	<i>Anderson, Ind.</i>
MacKay, David Condon	<i>Tulsa, Okla.</i>
McLaughlin, Charles Edward	<i>Reading</i>
Majewski, Andrew Kazimier	<i>New York, N. Y.</i>
Markert, Robert Henry	<i>Andover</i>
Nichols, Clark Jefferson	<i>Franklin, N. H.</i>

PHILLIPS ACADEMY

verturf, H. Jordan, Jr.	<i>Faribault, Minn.</i>
rker, William Reed, 3d	<i>Elmira, N. Y.</i>
ts, Edward Parker	<i>Red Bank, N. J.</i>
orvu, William James	<i>Brookline</i>
lfer, Hal Woodin	<i>Evanston, Ill.</i>
uatarone, Samuel Frederick	<i>Lawrence</i>
der, Kenneth Graham Salkeld	<i>Brightwaters, L. I., N. Y.</i>
ockwood, George Ichabod, Jr.	<i>Worcester</i>
oss, Joseph	<i>Bedford, Pa.</i>
maschin, James Matthew	<i>New York, N. Y.</i>
wyer, Paul Winslow	<i>Saugus</i>
hine, Charles Richard	<i>Gloversville, N. Y.</i>
hulze, Charles Robert	<i>Andover</i>
ott, William Clement, 3d	<i>Newburgh, N. Y.</i>
lig, Edward Isaac	<i>Leominster</i>
aw, Herbert Weller, Jr.	<i>Richmond Hill, L. I., N. Y.</i>
epard, John Sanford, 3d	<i>Franklin, N. H.</i>
uman, Stanley Saxe	<i>Brookline</i>
monton, Bennet Stocum	<i>Cazenovia, N. Y.</i>
nith, Lewis Adams	<i>Concord</i>
nith, Robert MacMeekin Cameron	<i>Rockport</i>
nith, Winthrop Noel, Jr.	<i>Portland, Maine</i>
arkweather, John Vincent	<i>Madison, Conn.</i>
evens, William Beasom, Jr.	<i>Loudonville, N. Y.</i>
illman, Charles Latimer, Jr.	<i>New York, N. Y.</i>
ockwell, John Frederick	<i>Hamilton</i>
one, S. Robert, Jr.	<i>Brookline</i>
one, William Addison, Jr.	<i>Kalamazoo, Mich.</i>
uart, Ralph Endicott, Jr.	<i>Chestnut Hill</i>
alcott, James Hart	<i>Waterbury, Conn.</i>
nielens, Alexis Ollier	<i>Tuscaloosa, Ala.</i>
tley, Jon Basil	<i>Washington, D. C.</i>
odrey, Thompson Kelly	<i>Canton, Ohio</i>
arr, William Bruce	<i>Cranston, R. I.</i>
eaver, Harold Dodson, Jr.	<i>Dover, Del.</i>
ennik, Joseph Belleau	<i>Andover</i>
heeling, Thomas McGrew	<i>Windber, Pa.</i>
illson, John Harris	<i>Minneapolis, Minn.</i>
oung, Herbert Lee	<i>Amsterdam, N. Y.</i>

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PHILLIPS ACADEMY

CLASSIFICATION

Seniors	226
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	<hr/>
	725

REPRESENTATION

Massachusetts	183	Oregon	2
New York	140	Washington	2
Connecticut	52	Arkansas	1
New Jersey	42	Canal Zone	1
Pennsylvania	39	Kansas	1
Ohio	26	Mississippi	1
Illinois	22	Nevada	1
Missouri	15	North Dakota	1
New Hampshire	15	Oklahoma	1
North Carolina	13	South Carolina	1
Texas	13	Tennessee	1
California	12	Wyoming	1
Maryland	12	Canada	4
Virginia	9	Puerto Rico	4
Rhode Island	8	Hawaii	3
Vermont	8	Japan	3
Florida	7	Iran	2
Indiana	7	Mexico	2
Georgia	6	Nicaragua	2
Maine	6	Bermuda	1
Minnesota	6	China	1
Colorado	5	Colombia	1
District of Columbia	5	Cuba	1
Wisconsin	5	Egypt	1
Delaware	4	England	1
Kentucky	4	France	1
Michigan	4	Guatemala	1
Alabama	3	Italy	1
Louisiana	3	Siam	1
West Virginia	3	Singapore	1
Iowa	2	Venezuela	1

ANDOVER SUMMER SESSION

LIST OF STUDENTS—1948

kman, Robert E.	<i>San Angelo, Texas</i>
len, Robert G.	<i>Cohasset</i>
nderson, E. Everett	<i>Durham, N. C.</i>
asin, Ronald M.	<i>Miami Beach, Fla.</i>
mstrong, Noel, Jr.	<i>Greenwich, Conn.</i>
ra, Michael P.	<i>Mount Kisco, N. Y.</i>
iley, Donald J.	<i>Peru, Ind.</i>
iley, James W., Jr.	<i>Cold Spring, N. Y.</i>
rron, David L.	<i>Brookline</i>
y, Eugene A., Jr.	<i>Flushing, N. Y.</i>
ck, Robert I.	<i>Elmira, N. Y.</i>
rman, Charles S.	<i>Lowell</i>
rsani, Leo	<i>Peekskill, N. Y.</i>
elke, Donald R.	<i>Sheboygan, Wis.</i>
nsall, Henry H., 3d	<i>Albany, N. Y.</i>
owers, Alexander S.	<i>Cooperstown, N. Y.</i>
ace, Richard G.	<i>Charles River</i>
aun, Stuart L.	<i>Baltimore, Md.</i>
ayton, William L. S.	<i>Fall River</i>
ooks, Everett G.	<i>Indianapolis, Ind.</i>
urch, Hobart A., Jr.	<i>Elmira, N. Y.</i>
apra, Frank P.	<i>New Rochelle, N. Y.</i>
namberlain, Richard S., Jr.	<i>Wellesley Hills</i>
handgie, Robert S.	<i>Greensboro, N. C.</i>
bles, D. Terry	<i>Bradford, Mass.</i>
raig, Douglas P.	<i>Elmira, N. Y.</i>
uthbertson, Robert J.	<i>Greenwich, Conn.</i>
eMerrell, Richard N.	<i>Scarsdale, N. Y.</i>
ole, Robert A.	<i>Brookline</i>
onnelley, Thorne B.	<i>Lake Forest, Ill.</i>
onovan, Donald F.	<i>North Andover</i>
ames, David T.	<i>South Deerfield</i>
argle, Dolan H.	<i>Tuscaloosa, Ala.</i>
dsall, Richard A.	<i>Cambridge</i>

PHILLIPS ACADEMY

Faigel, Harris C.
 Filides, Michael C.
 Finkelstein, Thomas L.
 Fish, Walter H.
 Flight, John W., Jr.
 Foxwell, Richard W.
 Frazier, Stafford
 Freeman, Richard G., Jr.
 Fregeau, Henry J.
 Gaskin, Michael A.
 Goodnow, John M., Jr.
 Gordon, Carl A.
 Gordon, Charles
 Gordon, Harold T.
 Gordon, Robert F.
 Graham, Douglas H.
 Grainge, C. Robert
 Hanson, S. Robert
 Hart, Francis A., Jr.
 Hazlett, Samuel R.
 Hendry, Neil A.
 Hennessey, James T.
 Hobbie, Edward H.
 Hockstader, Leonard A., II
 Hollingworth, Joseph E., Jr.
 Holt, Hamilton B., II
 Homet, Roland S., Jr.
 Horlacher, David E.
 Judge, Henry B., Jr.
 Kane, Louis I.
 Kapelson, Richard A.
 Kelly, Erskine R.
 Kern, Donald E.
 Khoury, Ernest J.
 Killough, Walton B., II
 Kimball, Frederic M.
 Kittleman, William B.
 Koch, Albin C.
 Kohler, Peter G.
 Kohler, Terry J.

Lawrence
Concord, N. H.
Hilltown, Pa.
Stoneham
Haverford, Pa.
Camden, Maine
Providence, R. I.
New Rochelle, N. Y.
Salem
Grosse Pointe, Mich.
Greenbush
Needham
Lowell
Lawrence
Lowell
Erie, Pa.
North Tonawanda, N. Y.
Norfolk, Conn.
Lawrence
Corning, N. Y.
Holyoke
Winchester
South Deerfield
New York, N. Y.
Chelmsford
Hampton, Conn.
Scarborough, N. Y.
Carlisle, Pa.
Lawrence
Waban
Methuen
Peoria, Ill.
Great Neck, N. Y.
Lawrence
Baytown, Texas
St. Louis, Mo.
Greenville, Miss.
Sewickley, Pa.
Kohler, Wis.
Kohler, Wis.

Kooistra, John A., Jr.
 Kuelthau, Peter R.
 Lange, William M.
 Larsen, Robert G.
 Laudani, Angelo L.
 Lawrence, Richard G.
 Lazarus, Alan J.
 LeFavour, Bruce
 Letkemann, Herkus W. V., II
 Lynn, Norman
 McAuliffe, Daniel G.
 MacDonald, Stuart G.
 McDonald, William J.
 McKenney, Charles E.
 McVey, Paul J.
 Magaletta, Richard L.
 Matthews, Norman S.
 Maxwell, Philip P., Jr.
 Miller, Daniel L.
 Mishaan, Alberto
 Moniz, William B.
 Negus, Sidney S., Jr.
 Neviaser, Jules S.
 Neville, Robert G.
 Newell, John O., Jr.
 Nowaczek, Edward J.
 Ospina, Tulio G.
 Palmer, Michael
 Parker, John R.
 Parker, William R., 3d
 Pasalodos, Damaso J. M.
 Paulson, Donald E.
 Pelham, Peter D.
 Perkins, David F.
 Peterson, Don E.
 Piel, Mark
 Polites, Andrew T.
 Preller, Victor S.
 Rayder, Michael L.
 Restrepo, Federico E.

North Andover
Milwaukee, Wisc.
Chippewa Falls, Wis.
Newton
Lawrence
Long Island City, N. Y.
San Francisco, Calif.
Amsterdam, N. Y.
Swampscott
Mt. Vernon, N. Y.
Lawrence
Weston, Vt.
North Andover
Summit, N. J.
Andover
Westwood
New York, N. Y.
Honolulu, T. H.
Erie, Pa.
Guatemala City, C. A.
New Bedford
Richmond, Va.
Washington, D. C.
Bethlehem, Pa.
New York, N. Y.
Kingston, N. Y.
Colombia, S. A.
Topeka, Kan.
Lawrence
Elmira, N. Y.
Habana, Cuba
Brookline
Darien, Conn.
Bridgewater
Easton, Pa.
New York, N. Y.
Lexington, Ky.
Pennsauken, N. J.
Bristol, Conn.
Colombia, S. A.

Rhangos, William C.
 Richardson, Morris A.
 Richmond, Addison E., Jr.
 Rohrbough, Malcolm Jr.
 Ryan, Frank J.
 Sengelmann, Juergen
 Sengelmann, Klaus
 Sharples, Louis V.
 Shaw, Brewster C.
 Shaw, Herbert W., Jr.
 Shepard, John S., 3d
 Sherman, Bruce F.
 Sides, Winfield M., Jr.
 Smith, Ernest T., Jr.
 Smith, Lewis A.
 Smith, Robert McM. C.
 Springer, Thomas E.
 Stoddart, George A.
 Stonehill, John J.
 Taylor, William W.
 Terry, W. Todd, Jr.
 Thielens, Alexis A.
 Thompson, Carlton W.
 Tilton, Gardner S.
 Tyson, Michael
 Ullman, Richard H.
 Upton, Edward K.
 Ursin, Bjarne E.
 Wait, James R., Jr.
 Walker, John W.
 Ward, Arthur B.
 Warden, Maxwell R., Jr.
 Weber, Edward F.
 Wells, Rodney E.
 Westcote, William T., III
 White, James F.
 Wight, C. Henry C.
 Wilk, Richard E.
 Wolfe, Daly L.
 Wright, Thomas W.
 Young, Herbert L.

Lowell
Muldrow, Okla.
Washington, D. C.
Cambridge
Methuen
Nicaragua, C. A.
Nicaragua, C. A.
Watertown
Westfield
Richmond Hill, N. Y.
Franklin, N. H.
New York, N. Y.
Andover
Claremont, N. H.
Concord
Rockport
Fairmont, W. Va.
Oyster Bay, N. Y.
Norwalk, Conn.
Longview, Texas
St. Louis, Mo.
Tuscaloosa, Ala.
Los Angeles, Calif.
Concord, N. H.
West Cornwall, Conn.
San Antonio, Texas
Marblehead
Weston
Auburn, N. Y.
Clifton Springs, N. Y.
Darien, Conn.
Fairfield, Conn.
Toledo, Ohio
Kingston, N. Y.
Glen Ridge, N. J.
Rutland, Vt.
Frederick, Md.
Lawrence
Washington, D. C.
Fergus Falls, Minn.
Amsterdam, N. Y.

PHILLIPS ACADEMY

ALUMNI COUNCIL

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Vice Presidents: Paul Abbott, '16

Stephen Y. Hord, '17

Charles L. Stillman, '22

Executive Secretary: M. Lawrence Shields

Treasurer: James Gould, '13

Executive Committee: G. Storer Baldwin, '17

Paul Abbot, '16

Sheridan A. Logan, '19

Morris Tyler, '20

Charles S. Gage, '21

Charles L. Stillman, '22

Philip K. Allen, '29

M. Lawrence Shields

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Livingston Platt, '03

120 Broadway, N. Y. C.

Sumner Smith, '08

Lincoln

Russell Stiles, '08, term expires June 1949

63 Wall Street, N. Y. C.

Edward B. Twombly, '08, term expires June 1949

165 Broadway, N. Y. C.

Lindsay Bradford, '10, ex officio

22 William Street, N. Y. C.

Chauncey B. Garver, '04, ex officio

20 Exchange Place, N. Y. C.

James Gould, '13, ex officio

Phillips Academy, Andover

Robert R. Bishop, 2d, '15, term expires June 1950

82 Pinckney Street, Boston

John P. Stevens, Jr., '15, term expires June 1950

350 Fifth Avenue, N. Y. C.

PHILLIPS ACADEMY

- Paul Abbott, '16, term expires June 1950
40 Wall Street, N. Y. C.
- G. Storer Baldwin, '17, ex officio
10 Post Office Square, Boston
- Stephen Y. Hord, '17, term expires June 1949
135 South La Salle Street, Chicago, Ill.
- Sheridan A. Logan, '19, term expires June 1950
2 Wall Street, N. Y. C.
- Morris Tyler, '20, term expires June 1950
205 Church Street, New Haven, Conn.
- Charles S. Gage, '21, ex officio
745 Fifth Avenue, N. Y. C.
- Charles L. Stillman, '22, term expires June 1949
9 Rockefeller Plaza, N. Y. C.
- J. Mattocks White, '22
147 Milk Street, Boston
- Leo F. Daley, '23
8 Canterbury Street, Andover
- Walter R. Beardsley, '24
Miles Laboratory, Elkhart, Ind.
- William T. Kelly, Jr., '24, term expires June 1950
230 Park Avenue, N. Y. C.
- J. Kennedy Beeson, '25
Fox Chapel, Pittsburgh, Pa.
- H. Carl Sandberg, '26, ex officio
67 Hartford Avenue, Wethersfield, Conn.
- B. Allen Rowland, '28, term expires June 1950
Pine Lodge, Methuen
- Philip K. Allen, '29, term expires June 1949
1 Highland Road, Andover
- J. Quigg Newton, '29, term expires 1950
939 Washington Street, Denver, Colo.
- William H. Keesling, '30, term expires 1950
315 Montgomery Street, San Francisco, Calif.
- John M. Woolsey, Jr., '34, term expires June 1949
Room 1101, Federal Street, Boston
- Frederick G. Crane, 3d, '41, term expires June 1949
161 Main St., Dalton
- M. Lawrence Shields, ex officio
Phillips Academy, Andover

PHILLIPS ACADEMY

ALUMNI COUNCIL STANDING COMMITTEES

Class Agents' Association

Chairman: Charles S. Gage, '21, 745 Fifth Avenue, N. Y. C.

Class Secretaries' Association

Chairman: H. Carl Sandberg, '26, 67 Hartford Avenue, Wethersfield, Conn.

Reunions

Chairman: H. Carl Sandberg, '26, 67 Hartford Avenue, Wethersfield, Conn.

Scholarships

Chairman: Fred H. Harrison, '38, % Berkshire School, Sheffield

Athletics

Chairman: J. Reed Kilpatrick, '07, Madison Square Garden Corporation, N. Y. C.

Phillips Bulletin

Chairman: Ralph D. Paine, '25, R.F.D. No. 2, Stepney, Conn.

Oliver Wendell Holmes Library

Chairman: Francis Hartley, Jr., '15, 176 Federal Street, Boston

Addison Gallery of American Art

Chairman: Charles L. Stillman, '22, 9 Rockefeller Plaza, N. Y. C.

Health

Chairman: Doctor Franklin G. Balch, Jr., '14, 330 Dartmouth Street, Boston

Educational Policy

Chairman: Bromwell Ault, '18, 350 Fifth Ave., N. Y. C.

Regional Affairs

Chairman: Sheridan A. Logan, '19, 2 Wall Street, N. Y. C.

ALUMNI ADVISORY COMMITTEES

ON ADMISSIONS AND SCHOLARSHIPS

BOSTON

Philip R. Allen, '92	Francis Hartley, Jr., '15
Ernest F. Stockwell, '16	Mortimer A. Seabury, '05
Nathaniel T. Clark, '30	John O. Stubbs, '17
J. Mattocks White, '22	

BUFFALO

James O. Moore, '28	Harold P. Rich, '25
---------------------	---------------------

CHICAGO

William T. Bacon, '02	Stephen Y. Hord, '17
Robert A. Gardner, '08	H. Templeton Brown, '19
Clifford Rodman, '15	

CINCINNATI

Robert L. Black, '99	Henry W. Hobson, '11
Thomas H. Lawrence, Jr., '31	

CLEVELAND

Dan R. Hanna, Jr., '14	R. Livingston Ireland, Jr., '15
James R. Stewart, '27	Joshua B. Waterworth, '04
P. Loring Reed, Jr., '36	

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Philip B. Stewart, '82	

DALLAS

Wirt Davis, 2nd, '37	William F. Neale, Jr., '44
Harold F. Volk, '13	

PHILLIPS ACADEMY

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Frederic A. Adams, '09	Grover C. Fels, '06
Richard M. Davis, '29	J. Quigg Newton, '29

DETROIT

Russell H. Lucas, '12	Kenneth L. Moore, '10
W. Dean Robinson, '19	

FORT WORTH

Benedict E. Thompson, '13	Beverly V. Thompson, '13
George Thompson, Jr., '09	

HOUSTON

Walter Bradley, '24	Ford Hubbard, '20
William A. Kirkland, '15	

INDIANAPOLIS

Frederick H. Day, '01	Arthur Medlicott, '13
-----------------------	-----------------------

KANSAS CITY

Edward Keith, '16	Louis H. Ehrlich, '26
Mason L. Thompson, '18	

LOS ANGELES

William T. Adams, '28	Fred M. Cleaveland, Jr., '23
Mancel T. Clark, Jr., '28	Earl W. Douglas, '30

LOUISVILLE

Middleton De Camp, '14	Woodford H. Dulaney, '13
Harry C. Royal, Jr., '32	

MILWAUKEE

John F. Uihlein, '33	John S. Owens, '19
----------------------	--------------------

DULUTH

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C. Douglas Walker, '18

MINNEAPOLIS—SAINT PAUL

Springer H. Brooks, '08 John H. MacMillan, '12
Wheelock Whitney, '13

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MANHATTAN

Paul Abbott, '16 F. Abbot Goodhue, '02
Chauncey B. Garver, '04 Thomas D. Thacher, '00
Bromwell Ault, '18

NORTHERN NEW JERSEY

Newell G. Neidlinger, '21 Charles W. Littlefield, '99
East Orange *Montclair*
Lloyd W. Smith, '92 Archie B. Quarrier, '93
Madison *Short Hills*
Morris P. Skinner, '24
Verona

SOUTHERN CONNECTICUT AND WESTCHESTER COUNTY

J. Verner Reed, '22 William P. Seeley, '09
Greenwich
Charles R. Marshall, '12 Russell Stiles, '08
Scarsdale
William C. Keator, '24
Fairfield

PITTSBURGH

J. Kennedy Beeson, '25 Southard Hay, '98
Maurice D. Cooper, Jr., '06 Lucius W. Robinson, Jr., '14

PHILLIPS ACADEMY

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Edmund S. Hayes, '14	H. James Caulkins, '40
Charles H. Watzek, '06	Roland W. Mersereau, '01

ROCHESTER

Fred H. Gordon, '02	Burton C. Smith, '27
Montague B. Phillips, '23	Samuel P. Conner, Jr., '24
Arthur R. Stebbins, '30	

ST. LOUIS

Wilbur B. Jones, '05	Ira E. Wight, Jr., '20
----------------------	------------------------

SAN FRANCISCO

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Samuel F. B. Morse, '03	

SEATTLE

Hugh P. Brady, '10	Henry A. Colver, '09
Pendleton Miller, '28	

SYRACUSE

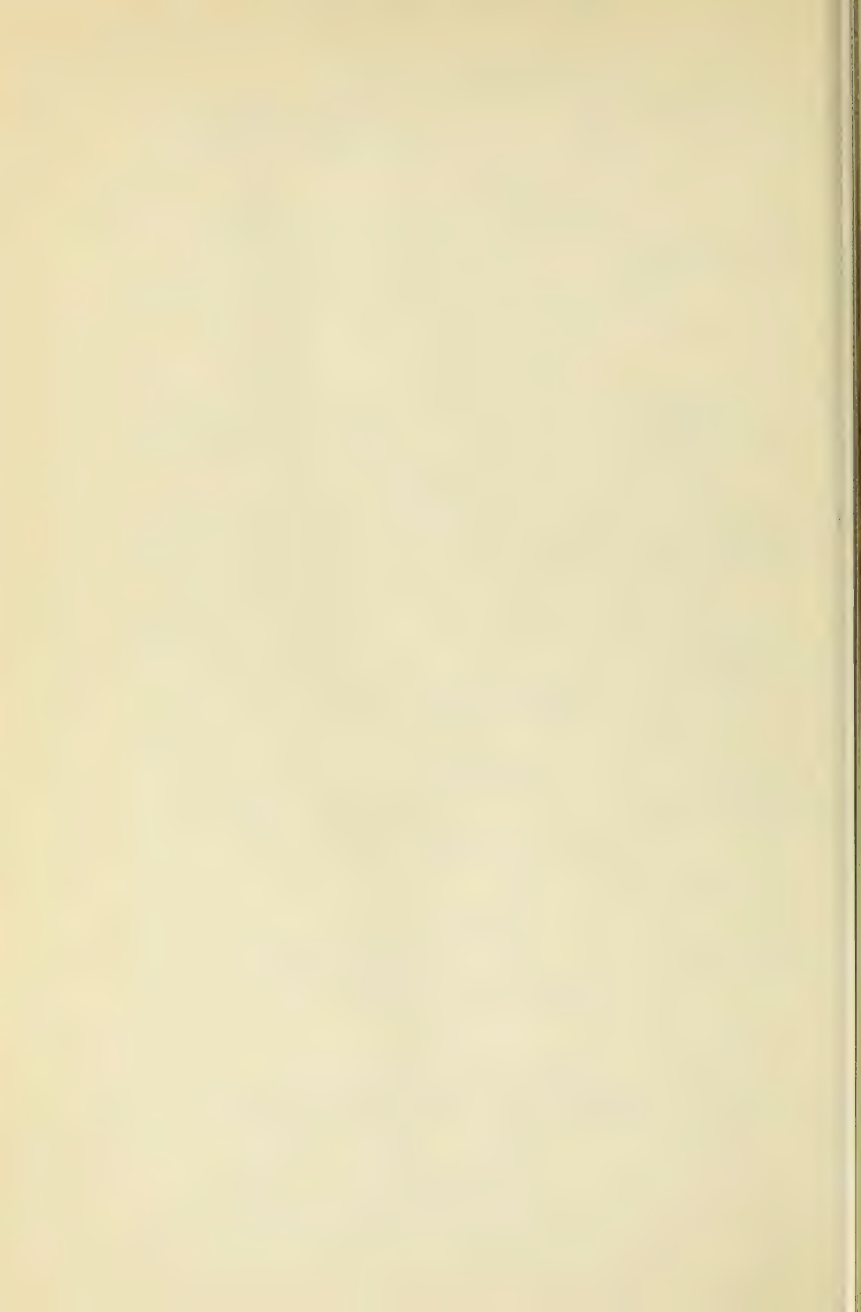
Franklin I. Greene, '21	Harold Stone, '98
Charles S. Hyde, '96	

TULSA

J. W. R. Crawford, Jr., '14	Charles F. Hewitt, '14
Reginald D. Barnes, '34	

OKLAHOMA CITY

John H. Edwards, '22



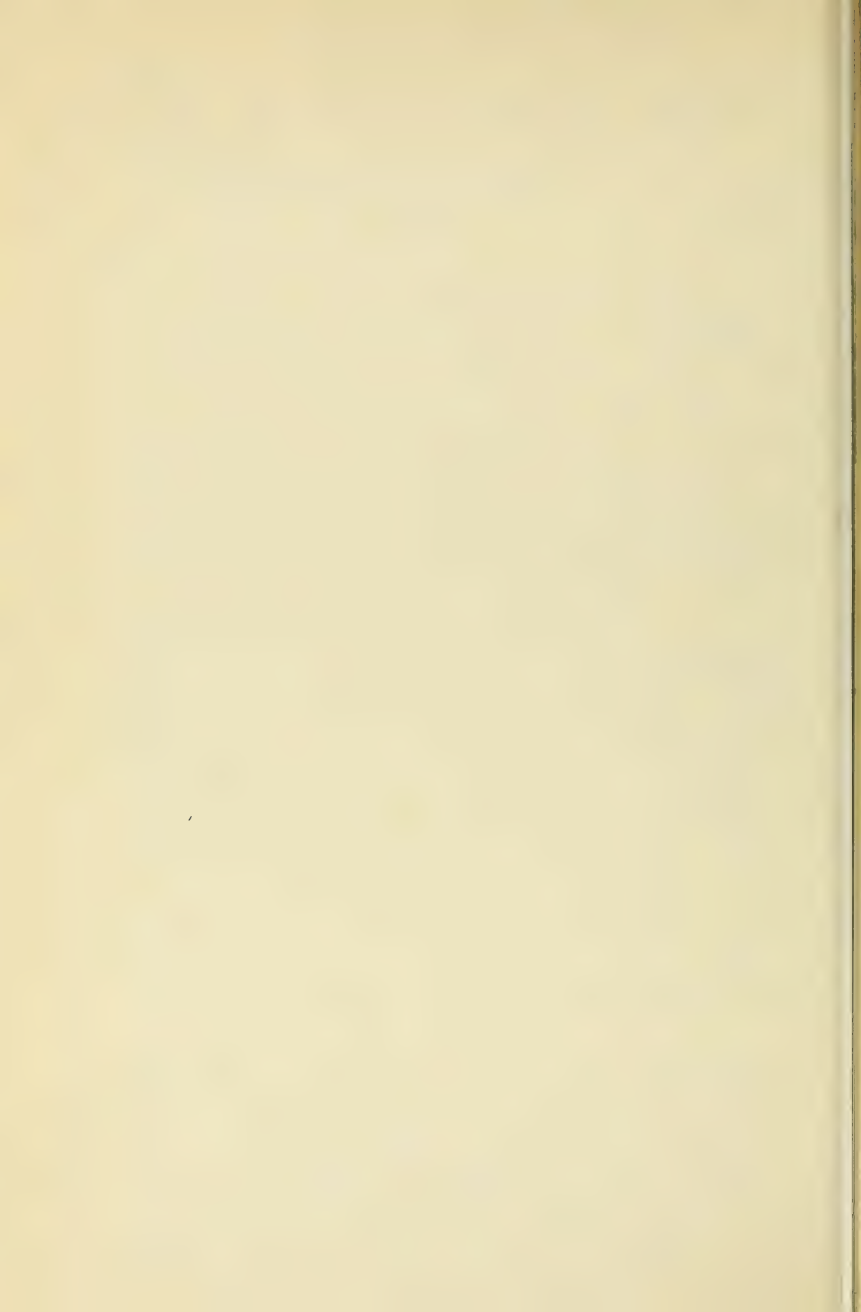
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PHILLIPS ACADEMY, ANDOVER, MASS.

Preliminary Application

Time of proposed entrance:—September, 19.....

Class (*circle one*) JUNIOR — LOWER MIDDLE — UPPER MIDDLE — SENIOR
(9th grade) (10th grade) (11th grade) (12th grade)

Boy's name in full.....
(FIRST) (MIDDLE) (LAST)

Date of birth.....

Name of Parent or Guardian.....

Permanent address.....

Preferred mailing address (if different).....
.....

Signed.....

Date.....

If boy is in 8th grade or higher, please list on the reverse side of this card
courses and grades at most recent marking period, or enclose an official
transcript of record to date.



THE
PHILLIPS BULLETIN

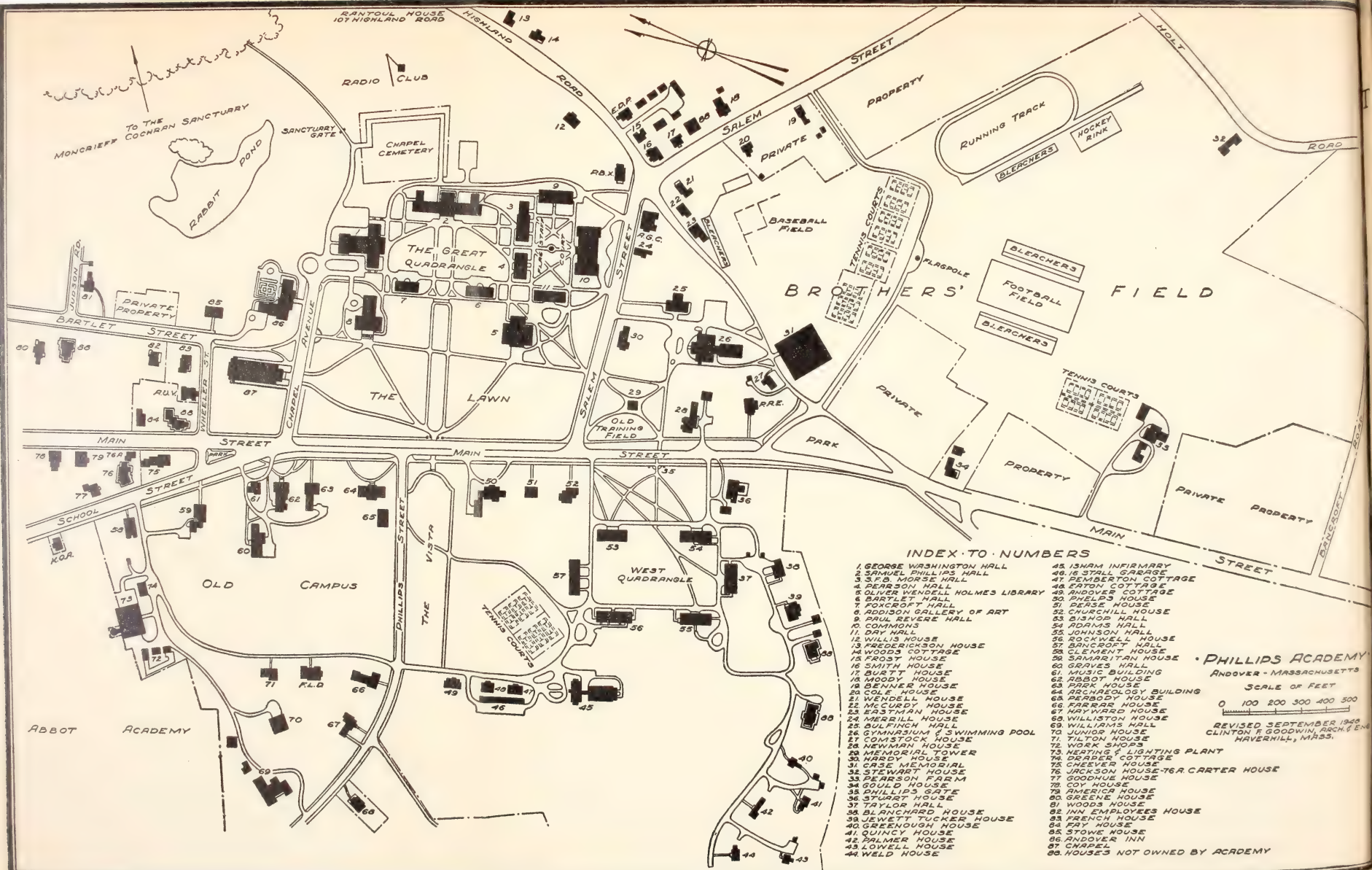
Autumn 1949



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Published by Phillips Academy, Andover, Massachusetts





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6. BARTLET HALL
7. FOLKSTONE HALL
8. ADDISON GALLERY OF ART
9. PAUL REVERE HALL
10. COMMONS
11. DAY HALL
12. WILLIS HOUSE
13. FREDERICKSON HOUSE
14. WOODS COTTAGE
15. FROST HOUSE
16. SMITH HOUSE
17. BURTT HOUSE
18. MOODY HOUSE
19. DENNER HOUSE
20. WENDELL HOUSE
21. MCCURDY HOUSE
22. EASTMAN HOUSE
23. MERRILL HOUSE
24. BULLFINCH HALL
25. GYMNASIUM & SWIMMING POOL
26. COMSTOCK HOUSE
27. NEWMAN HOUSE
28. MEMORIAL TOWER
29. WARDY HOUSE
30. CASE MEMORIAL
31. STEWART HOUSE
32. PEARSON FARM
33. GOLD D HOUSE
34. PHILLIPS GATE
35. STURGEON HOUSE
36. TAYLOR HALL
37. BLANCHARD HOUSE
38. JEWETT TUCKER HOUSE
39. GREENOUGH HOUSE
40. QUINCY HOUSE
41. PALMER HOUSE
42. LOWELL HOUSE
43. WELD HOUSE
44. ISHAM INFIRMARY
45. 18 STALL GARAGE
46. REMBERTON COTTAGE
47. EATON COTTAGE
48. ANDOVER COTTAGE
49. PHELPS HOUSE
50. REESE HOUSE
51. CHURCHILL HOUSE
52. BISHOP HALL
53. ADAMS HALL
54. JOHNSON HALL
55. ROCKWELL HOUSE
56. BRANCOFT HALL
57. CLEMENT HOUSE
58. SAMARITAN HOUSE
59. GRAVES HALL
60. MUSIC BUILDING
61. BABOT HOUSE
62. PARK HOUSE
63. ARCHAEOLOGY BUILDING
64. PERBODY HOUSE
65. FARRAR HOUSE
66. NEWKIRK HOUSE
67. WILLISTON HOUSE
68. WILLIAMS HALL
69. JUNIOR HOUSE
70. TILTON HOUSE
71. WORK SHOPS
72. HEATING & LIGHTING PLANT
73. DEARER COTTAGE
74. CHEEVER HOUSE
75. JACKSON HOUSE-76A CARTER HOUSE
76. GOODHUE HOUSE
77. COY HOUSE
78. AMERICA HOUSE
79. GREENE HOUSE
80. WOODS HOUSE
81. INN EMPLOYEES HOUSE
82. FRENCH HOUSE
83. FAY HOUSE
84. STONE HOUSE
85. ANDOVER INN
86. CHAPEL
87. CHURCH
88. HOUSES NOT OWNED BY ACADEMY

PHILLIPS ACADEMY

ANDOVER - MASSACHUSETTS

SCALE OF FEET

0 100 200 300 400 500

REVISED SEPTEMBER 1940
CLINTON F. GOODWIN, ARCHT. ENG.
HAVERHILL, MASS.

THE PHILLIPS BULLETIN

CATALOGUE ISSUE

VOLUME 44 — NUMBER 1

Autumn 1949



One Hundred Seventy-second Year

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

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1949

JANUARY						
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CALENDAR

1950

Second term begins.....8.15 P.M., Thursday, Jan. 5
Second term ends.....Wednesday, March 15

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Monday, April 3
School entrance examinations in Andover
and New York City.....Friday and Saturday, May 12 and 13
Recitations close.....Thursday, June 8
Commencement.....Sunday, June 11
Third term ends.....Sunday, June 11

SUMMER VACATION—14 Weeks

Summer session begins.....Wednesday, June 28
Summer session ends.....Wednesday, August 23
Rooms ready for occupancy.....10 A.M., Monday, Sept. 18

Information about registering for the fall term will be sent to
all students during the summer.

First term ends.....Tuesday, Dec. 19

CHRISTMAS RECESS—19 days

1951

Second term begins.....8.15 P.M., ~~Sunday~~, Jan. 7
Second term ends.....Wednesday, March 14

SPRING RECESS—19 days

Third term begins.....8.15 P.M., ~~Monday~~, April 2
Recitations close.....Thursday, June 7
Commencement.....Sunday, June 10
Third term ends.....Sunday, June 10

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.

1778—1786

EBENEZER PEMBERTON, LL.D.

1786—1793

MARK NEWMAN, A.M.

1794—1809

JOHN ADAMS, LL.D.

1810—1833

OSGOOD JOHNSON, A.M.

1833—1837

SAMUEL H. TAYLOR, LL.D.

1838—1871

FREDERIC W. TILTON, A.M.

1871—1873

CECIL F. P. BANCROFT, PH.D., L.H.D., LL.D.

1873—1901

ALFRED E. STEARNS, LITT.D., L.H.D., LL.D.

1903—1933

CLAUDE M. FUESS, PH.D., LITT.D., L.H.D., LL.D.

1933—1948

JOHN M. KEMPER, A.M., L.H.D.

1948—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

PHILLIPS ACADEMY

TRUSTEES

PRESIDENT

HENRY WISE HOBSON, D.D. CINCINNATI, OHIO
Elected 1947

CLERK

JOHN MASON KEMPER, A.M., L.H.D. ANDOVER
Elected 1948

TREASURER

JAMES GOULD, A.B. ANDOVER
Elected 1939

PHILIP LORING REED DEDHAM
Elected 1933

LLOYD DE WITT BRACE, S.B. BOSTON
Elected 1933

FRANCIS ABBOT GOODHUE, A.B. HEWLETT, L. I., N. Y.
Elected 1935

ABBOT STEVENS, A.B. NORTH ANDOVER
Elected 1935

ROBERT ABBE GARDNER, A.B. CHICAGO, ILL.
Elected 1938

JAMES PHINNEY BAXTER, III, Ph.D., LL.D. WILLIAMSTOWN
Elected 1942

WILLIAM EDWARDS STEVENSON, L.H.D., LL.D. OBERLIN, OHIO
Elected 1943

LINDSAY BRADFORD, LL.D. NEW YORK, N. Y.
Elected 1943

CHAUNCEY BREWSTER GARVER, A.B. NEW YORK, N. Y.
Elected 1947

JOHN PETERS STEVENS, JR., A.B. PLAINFIELD, N. J.
Elected 1948

OFFICERS OF ADMINISTRATION

JOHN MASON KEMPER, A.M., L.H.D. <i>Headmaster</i>	189 Main Street Elected 1948
ALFRED ERNEST STEARNS, A.M., Litt.D., L.H.D., LL.D. <i>Headmaster Emeritus</i>	4 Locke Street
CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D. <i>Headmaster Emeritus</i>	Chestnut Hill
JAMES GOULD, A.B. <i>Treasurer</i>	210 Main Street Elected 1939
HENRY HOPPER <i>Associate Treasurer and Comptroller</i>	15 School Street Appointed 1915
H. JAMES CAULKINS, B.E., M.B.A. <i>Assistant Comptroller</i>	Tilton House Appointed 1949
M. LAWRENCE SHIELDS, A.B. <i>Alumni Secretary, Instructor in Biology, 1923-1945</i>	48 Central Street Appointed 1923
GEORGE GRENVILLE BENEDICT, A.M. <i>Dean of Students</i>	80 Bartlet Street 1930-32, re-appointed 1933
JAMES RUTHVEN ADRIANCE, A.B. <i>Director of Admissions</i>	6 School Street Appointed 1934
ROBERT WHITTEMORE SIDES, A.B. <i>Admissions Officer, Instructor in Mathematics</i>	Hidden Field Appointed 1938
FLOYD THURSTON HUMPHRIES, A.B. <i>Director of the Summer Session, Instructor in French</i>	147 Main Street Appointed 1937
RICHARD SAWYER PIETERS, A.M. <i>Excusing Officer, Instructor in Mathematics</i>	25 Phillips Street Appointed 1938
ALICE THACHER WHITNEY <i>Recorder</i>	59 Highland Road Appointed 1902

The Administration Offices are in George Washington Hall.

Office hours: Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

PHILLIPS ACADEMY

FACULTY

CHARLES EMERSON STONE, Ph.B. <i>Instructor in French, Emeritus</i>	Andover
FREDERICK EDWIN NEWTON, Ph.B. <i>Instructor in Mathematics, Emeritus</i>	West Hartford, Conn.
FRANK O'BRIEN, A.B. <i>Instructor in English, Emeritus</i>	Andover
GEORGE FRANKLIN FRENCH, A.M. <i>Instructor in French, Emeritus</i>	Andover
LESTER EDWARD LYNDE, A.M. <i>Dean, Emeritus</i>	Andover
ROY EVERETT SPENCER, A.B. <i>Instructor in English, Emeritus</i>	Marin, Canon Neuchâtel, Switzerland
HORACE MARTIN POYNTER, A.B. <i>Instructor in Latin and Greek, Emeritus</i>	Durham, N. H.
CARL FRIEDRICH PFATTEICHER, Ph.D., Th.D. <i>Instructor in Music and Philosophy, Emeritus</i>	Philadelphia, Pa.
FREDERIC WILLIAM HEATON STOTT, A.M. <i>Instructor in English, Emeritus</i>	Andover
FREDERICK MAY BOYCE, A.M. <i>Instructor in Physics, Emeritus</i>	Barrington, R. I.
OSWALD TOWER, A.B. <i>Dean and Instructor in Mathematics, Emeritus</i>	Wolfeboro, N. H.
RAY ARTHUR SHEPARD, S.B. <i>Director of Physical Education, Emeritus</i>	Gardiner, Maine
MONTVILLE ELLSWORTH PECK <i>Associate in Physical Education</i>	1 Highland Wayside Appointed 1916
LESTER CHARLES NEWTON, A.M. <i>Instructor in French</i>	29 Highland Road Appointed 1918

PHILLIPS ACADEMY

FRANK MAY BENTON, A.B.	9 Salem Street
<i>Instructor in Latin on the John Charles Phillips Foundation</i>	Appointed 1918
WINFIELD MICHAEL SIDES, S.B.	89 Bartlet Street
<i>Instructor in Mathematics on the Martha Cochran Foundation</i>	Appointed 1918
ROSCOE EDWIN DAKE, S.B.	Greenough House, Hidden Field
<i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	Appointed 1922
JOHN SEDGWICK BARSS, A.M.	Quincy House, Hidden Field
<i>Instructor in Physics on the George Peabody Foundation</i>	Appointed 1922
GUY JOHNSON FORBUSH, A.B.	Bartlet
<i>Instructor in French</i>	1917-1920, re-appointed 1924
ALAN ROGERS BLACKMER, A.M.	215 Main Street
<i>Instructor in English on the Jonathan French Foundation</i>	Appointed 1925
SCOTT HURTT PARADISE, A.M.	Blanchard House, Hidden Field
<i>Instructor in English</i>	1914-1925, re-appointed 1926
KENNETH SMITH MINARD, A.M.	17 Salem Street
<i>Instructor in History</i>	Appointed 1929
GEORGE KNIGHT SANBORN, S.B.	Palmer House, Hidden Field
<i>Instructor in Mathematics</i>	Appointed 1929
EMORY SHELBY BASFORD, A.B.	18 Bartlet Hall
<i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Appointed 1929
ALFRED GRAHAM BALDWIN, A.B., D.D.	Weld House, Hidden Field
<i>School Minister and Instructor in Religion</i>	Appointed in 1930
ROBERT EDWARD MAYNARD, S.B.	1 Judson Road
<i>Instructor in Mathematics</i>	Appointed 1931
LEONARD FRANK JAMES, A.M.	20 Highland Road
<i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	Appointed 1932

PHILLIPS ACADEMY

JONEL DENIS PETERKIN, A.M. <i>Instructor in Latin on the Elizabeth Millbank Anderson Foundation</i>	45 Salem Street Appointed 1932
FREDERICK ELLSWORTH WATT, S.B. Tucker House, Hidden Field <i>Instructor in Mathematics</i>	Appointed 1932
DOUGLAS SWAIN BYERS, A.M. <i>Instructor in Anthropology</i>	Phillips Street Appointed 1933
ARTHUR BURR DARLING, Ph.D. <i>Instructor in History on the Ammi Wright Lancashire Foundation</i>	239 Main Street 1917-18, re-appointed 1933
BARTLETT HARDING HAYES, JR., A.B. <i>Instructor in Art</i>	Phillips Street Appointed 1933
ROGER WOLCOTT HIGGINS, A.M. <i>Instructor in English</i>	21 Phillips Street Appointed 1933
ALSTON HURD CHASE, Ph.D. <i>Instructor in Greek on the Samuel Harvey Taylor Foundation</i>	30 Bishop Hall Appointed 1932
NORWOOD PENROSE HALLOWELL, JR., A.B. <i>Instructor in English</i>	143 Main Street Appointed 1934
FRANK FREDERICK DICLEMENTE, S.B. <i>Associate in Physical Education</i>	157 Main Street Appointed 1935
JAMES HOOPER GREW, A.B. <i>Docteur ès Lettres de l'Université de Paris</i> <i>Instructor in French</i>	169 Main Street Appointed 1935
HENRY PRESTON KELLEY, A.M. <i>Instructor and Tutor in Spanish</i>	3 Hidden Road 1918-28, re-appointed 1935
FREDERICK SCOULLER ALLIS, JR., A.M. <i>Instructor in History</i>	20 Salem Street Appointed 1936
CHESTER ARCHIBALD COCHRAN, A.M. <i>Instructor in French</i>	5 Foxcroft Hall Appointed 1936
GEORGE LITTLE FOLLANSBEE, A.B. <i>Instructor in Biology</i>	12 School Street Appointed 1936

PHILLIPS ACADEMY

STEPHEN WHITNEY, A.M.	Taylor Hall
<i>Instructor in French</i>	Appointed 1936
WALTER HASENCLEVER, Dr. Jur., Heidelberg	6 Paul Revere Hall
<i>Instructor in German</i>	Appointed 1937
FLOYD THURSTON HUMPHRIES, A.B.	147 Main Street
<i>Instructor in French</i>	Appointed 1937
HART DAY LEAVITT, A.B.	195 Main Street
<i>Instructor in English</i>	Appointed 1937
MILES STURDIVANT MALONE, Ph.D.	193 Main Street
<i>Instructor in History</i>	Appointed 1937
WILLIAM HAYES BROWN, A.B.	Johnson Hall
<i>Instructor in English</i>	Appointed 1938
RICHARD SAWYER PIETERS, A.M.	25 Phillips Street
<i>Instructor in Mathematics</i>	Appointed 1938
ROBERT WHITTEMORE SIDES, A.B.	Hidden Field
<i>Instructor in Mathematics</i>	Appointed 1938
JOHN BROMHAM HAWES, III, A.B.	Adams Hall
<i>Instructor in English</i>	1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M.	39 Salem Street
<i>Instructor in Greek and Latin</i>	Appointed 1940
HARPER FOLLANSBEE, A.B.	Rockwell House
<i>Instructor in Biology</i>	Appointed 1940
PATRICK MORGAN, A.B.	173 Main Street
<i>Instructor in Art</i>	Appointed 1940
WALTER GIERASCH, A.B.	Johnson Hall
<i>Instructor in English</i>	Appointed 1941
DUDLEY FITTS, A.B.	Lowell House, Hidden Field
<i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Appointed 1941
FRANCIS BERTRAND MCCARTHY, A.B.	Adams Hall
<i>Instructor in English and Philosophy</i>	Appointed 1941

PHILLIPS ACADEMY

JOSEPH STAPLES, A.B. <i>Diplômé de l'Université de Paris</i> <i>Instructor in French, Director of Public Relations</i>	36 Salem Street Appointed 1941
SUMNER CHASE COBB, S.M. <i>Instructor in Mathematics</i>	10 Bishop Hall Appointed 1942
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics and Religion</i>	Williams Hall Appointed 1942
THOMAS JOHN JOHNSON, S.B. <i>Associate in Physical Education</i>	11 School Street Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	154 Main Street Appointed 1942
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	23 Salem Street Appointed 1943
ELBERT COOK WEAVER, A.M. <i>Instructor in Physics and Chemistry</i>	32 Phillips Street Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	24 Salem Street Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Bancroft Hall Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French, Director of the Bureau of Self-Help</i>	49 Highland Road Appointed 1944
ARTHUR WELLESLEY HOWES, JR., A.B. <i>Fellow of the American Guild of Organists</i> <i>Instructor in Music</i>	42 Central Street Appointed 1944
RICHARD HARVEY SEARS, A.B., Ed.M. <i>Instructor in Latin</i>	Rockwell House Appointed 1944
JOHN SHAPLEIGH MOSES, A.B., B.D. <i>Instructor in Religion</i>	29 Central Street Appointed 1945
RALPH LESLIE SMALL, A.M. <i>Instructor in English</i>	Paul Revere Hall Appointed 1945
WILLIAM HENRY HARDING, A.B. <i>Instructor in History</i>	Taylor Hall Appointed 1946

PHILLIPS ACADEMY

FREDERICK ALMON PETERSON, JR., A.M. <i>Instructor in English</i>	Junior House Appointed 1946
CHARLES HENRY STEVENS, A.M. <i>Instructor in Latin</i>	Day Hall Appointed 1946
ALLEN GEORGE GILLINGHAM, A.M. <i>Instructor in Latin</i>	34 Salem Street Appointed 1947
HAROLD HOWE, 2ND, A.M. <i>Instructor in History</i>	77 Bartlet Street Appointed 1947
PETER QUACKENBUSH MCKEE, A.B. <i>Instructor in Physics</i>	Bancroft Hall Appointed 1947
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish</i>	Day Hall Appointed 1947
HAROLD JACK GEIKEN, A.B. <i>Assistant in Physical Education</i>	Draper Cottage Appointed 1948
ARTHUR LACHLAN REED, A.M. <i>Instructor in English</i>	141 Main Street Appointed 1948
JEHU BURR CARRINGTON THOMAS, B.E. <i>Instructor in Physics and Elementary Science</i>	Andover Cottage Appointed 1948
VALLEAU WILKIE, JR., A.B. <i>Instructor in History</i>	73 Bartlet Street Appointed 1948
GORDON GILMORE BENSLEY, A.B. <i>Instructor in Art</i>	Williams Hall Appointed 1949
JOHN RICHARD LUX, S.B. <i>Instructor in Mathematics</i>	Pemberton Cottage Appointed 1949
WILLIAM LOUIS SCHNEIDER, B. Mus. Ed. <i>Instructor in Music</i>	Eaton Cottage Appointed 1949
EDWARD JOSEPH SHEA, A.M. <i>Director of Athletics and Physical Education</i>	153 Main Street Appointed 1949

PHILLIPS ACADEMY

THE DEPARTMENT OF HEALTH

JAMES ROSWELL GALLAGHER, M.D., *School Physician*
BENJAMIN F. FERRIS, JR., M.D., *Associate School Physician*
WILFRED MACNEILL, *Physical Therapist on the W. T. Grant Fund*
MRS. LUCIA DODGE, A.B., *Associate in Language Training*
MRS. RITA BUCHAN, *Assistant in Language Training*
MRS. ELLA GREENWALL, *Assistant in Language Training*
MRS. THEODORA NEWCOMBE, *Assistant in Language Training*
MRS. CHARLOTTE WILSON, *Assistant in Language Training*
MRS. MARION COLE, *Secretary to the School Physician*
JOAN WALSH, *Dental Hygienist*
MRS. RUTH MERSEREAU, *Secretary to the W. T. Grant Fund*
MRS. KATHLEEN OLENIO, *Technician*

THE DEPARTMENT OF ATHLETICS

EDWARD JOSEPH SHEA, A.M.	<i>Director of Athletics</i>
STEPHEN STANLEY SOROTA, S.B.	<i>Coach of Football and Track</i>
JOHN WILLIAM MEANY, S.B.	<i>Assistant Coach of Football</i>
EARLE FREDERICK LITTLETON, S.B.	<i>Coach of Lacrosse</i>
JOHN FRANK BRONK	<i>Assistant in the Department of Athletics and Trainer</i>

OTHER OFFICERS

NETTIE I. CROSBY, *Secretary to the Headmaster*
ANN S. LESLIE, *Secretary to the Treasurer*
MARION E. HILL, *Purchasing Agent*
WALTER G. GREENALL, JR., A.B., *Accountant*
MRS. AMY ROBINSON, *Secretary to the Director of Admissions*
RUTH M. WHITEHILL, *Secretary to the Dean of Students*
MRS. RUTH A. WHITE, *Secretary to the Associate Treasurer*
W. VERNE PORTER, *Superintendent of Maintenance*
MRS. HELEN B. CANNON, *Alumni Recorder*
MEREDITH E. THIRAS, *Secretary to the Alumni Secretary*
MRS. RUTH P. ELLISON, S.B., *Secretary to the Director of the Summer Session*
ROBERT A. LEETE, *Manager of the Commons*
M. WILLARD RICHARDSON, *Dietitian of the Commons*
ELIZABETH L. DEAN, *Matron of Williams Hall*

PHILLIPS ACADEMY

ACADEMY PREACHERS 1949-50

September	25	Rev. William E. Park
October	2	Rev. A. Graham Baldwin
October	9	Rabbi Morris S. Lazaron
October	16	Rev. Emerson G. Hangen
October	23	Rev. Robert Russell Wicks
October	30	Rev. James Gordon Gilkey
November	6	Rev. A. Graham Baldwin
November	13	Headmaster John M. Kemper
November	20	The Rev. Bishop G. Bromley Oxnam
November	27	Rev. Vivian T. Pomeroy
December	4	Rev. A. Graham Baldwin
December	11	Christmas Vesper Service

During the winter term, 1949-50, a series of vesper services is to be held at 5:15 each Sunday evening. These services will be of the choral evensong type. The talks will be given by Mr. Kemper, Mr. Baldwin and other members of the faculty.

April	9	Rev. A. Graham Baldwin
April	16	Rev. Allan K. Chalmers
April	23	Rt. Rev. Henry W. Hobson
April	30	Rev. Richard Greeley Preston
May	7	Rev. Howard L. Rubendall
May	14	Rev. A. Grant Noble
May	21	Rev. Sidney Lovett
May	28	Service Led by Students
June	4	Headmaster John M. Kemper
June	11	Commencement Exercises.

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds and morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

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This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, on January 28, 1818, the second schoolhouse was burned, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's adminis-

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tration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In 1920 more than one and one-half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall, the main recitation building, was built, and the centre of the school permanently fixed in its present site.

In 1933 Dr. Stearns, for thirty years Headmaster, was forced through ill health to resign. Professor Charles H. Forbes, who for forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During the ensuing fifteen years the curriculum was revised to its present form, and a number of buildings were added to the school plant. Long before December 1941, Andover men were in active military service, and by the end of World War II over three thousand alumni, of whom one hundred forty-two gave their lives, served in the armed forces of the United States and her allies.

The war years saw the establishment in 1942 of the Andover Summer Session, designed to enable boys to complete their secondary school education before entering upon active service. The session is now continued as a regular feature of school life.

After the retirement of Dr. Claude Moore Fuess, on July 1, 1948, John Mason Kemper took office as Headmaster of Phillips Academy, and was inaugurated at ceremonies held on Andover Hill on October 15 of that year.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle with other boys from all sections of the country, some rich and some working for their education, but all

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valued for themselves rather than for their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly cooperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

THE COURSE OF STUDY

The curriculum of Phillips Academy provides instruction in several fields for every boy. It aims to consider the tastes, ambitions, and abilities of the individual boy without omitting in other fields those contacts which will be essential for sympathetic and intelligent reactions to the life about him. It is planned for boys who will enter college and scientific school, and instruction is given in all subjects required for entrance to higher institutions. Class-room groups are small enough to permit individual atten-

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tion. Students are placed in sections fitted to their attainment and ability.

The program of studies is given in detail on pages 41-44, but it may be noted here that boys who take the full four-year course usually study English during each of the four years, history during each year, mathematics for at least three years, science for at least two years, and foreign languages during at least three years. They also complete additional work in one or more of these fields. Furthermore, in the Lower Middle year they study the development of religious ideas; in the Upper Middle year they take a course in the appreciation of art and of music; and in the Senior year they may choose certain of their courses from a long list of elective subjects. Opportunity for practical work in art and in music is also provided.

It is highly desirable that applicants, in particular those for the Upper Middle and Senior Classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

CLASS OFFICERS

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests. The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable.

PLAN OF RESIDENCE

Andover students live together in the academy dormitories or in faculty houses. Each dormitory or house is under the close supervision of the instructor who lives in it. Boys may room alone or with a roommate. The youngest boys live in the Williams Hall

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unit,—dormitories with their own dining hall, group of proctors, and special regulations. The more mature Juniors live in Rockwell House. In these buildings the boys receive the special care suited to their age. As boys make a successful transition from the home to school life and learn to use wisely the school's freedom, they move into the larger dormitories.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the school is based upon the belief that education at its best involves the development of ethical idealism, spiritual insight, and Christian character. These qualities are essential in learning "the great end and real business of living." The Headmaster and faculty recognize that the total program of the school should be grounded upon and consistent with the finest ethical and religious values man has discovered. To a certain degree, therefore, Andover's whole educational policy is dominated by a belief in the importance of ethics and religion.

The program of the school includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. *Attendance at daily Assembly and at the church service on Sunday is required. The Sunday Services are conducted by the Headmaster, by the School Minister,

*Upon written request from their parents or guardians students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

and by visiting clergymen of various denominations. The Academy Church is a non-sectarian body with membership open to all.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

STUDENT ACTIVITIES

Student activities at Phillips Academy may be classed as literary, musical, forensic, and hobby-motivated. Each club is under student leadership, advised by a faculty member experienced in the field of activity.

The Phillipian is a weekly newspaper published every Wednesday of the school year. It was established in 1878. Students on both the editorial and the business boards may obtain valuable experience, either in writing or in business practice.

The Mirror, founded in 1854, is the undergraduate magazine, which appears twice a year, in the winter and spring terms.

Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published at the end of each spring term. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, and group pictures of all school organizations in addition to many special features, which vary from year to year. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn in later years for reminiscences of their years at Andover.

The Dramatic Club includes the stage crew as well as actors. Recent productions include "Othello", "Macbeth", and "Of Thee I Sing". Also one or two foreign language plays in *Latin*, *French*, *German*, or *Spanish* are produced each year. These language plays are projects of language-interest clubs that feature illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by Philo, properly the Philomathean Society, founded in the year 1825. Bulfinch Hall is ideally appointed for the Philo debates. All students may attend these debates. Also, they may participate in the Philo-sponsored Sunday afternoon forum discussions of current economic, social, and political problems. The faculty meeting room in George Washington Hall is used for these sessions.

Hobby activities are many and varied. In fact, the list changes from year to year, depending upon student interest, availability of faculty advisors, and facilities.

Students interested in art may paint, draw, or model in the studios of the Addison Gallery with the *Art Club*.

Model Airplane enthusiasts may enjoy their hobby on outlying fields and may prepare for a competition with another school.

The *Birdbanding Club* patrols its line of traps and reports its season's summary to the U. S. Bureau of Fish and Wildlife.

Printing for posters and for the church calendars bears the imprint of the *Paul Revere Press* and is produced in the basement of Paul Revere Hall where complete equipment for a small print shop is located.

The *Camera Club* has a dark room in the basement of Peabody House where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of the fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but also at the radio shack it has facilities for transmitting and receiving amateur broadcasts from fellow "hams." Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club*. The shop is well supplied with hand and power tools.

Interest in shooting has been so great that the *Rifle Club* has been forced to restrict its membership to upperclassmen. Also, a *Rifle Team* competes with other schools.

Model Railroaders may meet in the basement of Pearson Hall where an extensive layout of track and rolling stock awaits their attention.

The *Science Club* is available four afternoons each week for boys who claim experimenting in physics or chemistry as their science hobby. An engines division of the *Science Club* has two automobiles and one airplane engine awaiting the wrench and screwdriver of those boys who are happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are objectives of the *Outing Club*. Bicycle trips are also popular with the group.

During the winter term, the *Stamp Club* meets weekly in the

Oliver Wendell Holmes Library. High spots in the club's program include an exhibition and a banquet. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Film Society* sponsors the showing of selected motion pictures of the past to the school and then discussing vigorously among its members the values and shortcomings of the films.

The *Sailing Club* has constructed a fleet of small sailing boats that is maintained in a nearby pond where they await pleasant afternoons for racing.

The *Phillips Society* welcomes to its membership any boy in school who wishes to take part in its activities. These activities have as their purpose the development of a better understanding of the needs and problems of other people and carrying out a program that will help to meet these needs. Foremost among the purposes for which Phillips Academy was established was the desire to help students learn "the great end and real business of living". The Phillips Society has been formed to further that aim.

The present organization represents a joining of forces of two groups that have played an important part in Andover life: the *Society of Inquiry*, founded over a hundred years ago; and *Circle A*, organized early in the 1930's. The merging of these groups is the result of the growing strength of each, and of the recognition that with a coordinated program their contribution to the school and to the community will be improved and increased.

The Phillips Society's interests are suggested best by listing some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, Community Chest, the Salvation Army, Hampton Institute, the Grenfell Association, and other organizations.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

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Collection of old clothes, second-hand books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, recreation centers.

Sunday School teaching and deputation work in the churches in Andover and its vicinity.

For musical activities see "Music," page 53.

LECTURES AND CONCERTS, 1948-1949

The following concerts and lectures, open to Phillips Academy students without charge, were given during the school year 1948-1949:

1948

- Oct. 11 Ira Hook, physicist, "Copper"
Nov. 19 Virginia Sale, monologist, "Americana"
Dec. 3 Gerard Van Loon, theatrical producer, "The Theatre — Showcase of Democracy"
Dec. 9 Ralph Kirkpatrick, harpsichordist, and Alexander Schneider, violinist

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- Jan. 21 Merrill Mueller, commentator, "Europe Unlimited"
Jan. 28 Norman Cousins, Editor, *Saturday Review of Literature*, "Don't Resign From the Human Race"
Feb. 1 Andover String Quartet
Mar. 12 Zingone, magician
May 6 Arthur W. Howes, organist
May 10 T. Dennie Pratt, M.D., "Medicine"

HEALTH SUPERVISION

Under the supervision of the School Physician every effort is made to improve each student's health, to prevent disease, and to

diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, proper recommendations are made and a report sent to the parents. The Department of Health supervises the correction of reading and spelling disabilities and speech disorders; and urges parents to call to its attention any evidence of personality traits which might interfere with a boy's optimum adjustment. The Isham Infirmary is a well-equipped small hospital. Graduate nurses are in residence during the entire school year. Excellent laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are cared for by the School Physician. ~~A staff of consultants, members of this department's Advisory Board, meet and discuss with the School Physician policies of health and administration as they arise. The members of the Advisory Board are Drs. Arthur W. Allen, Franklin G. Balch, J. Dellinger Barney, Donald King, George Van Gorder, Leroy Miner, Charles Janeway, George Gardner and Mr. Robert J. H. Kipbuth.~~ Cases requiring major surgical procedures are hospitalized in Boston. Parents are notified of any illness and are kept informed concerning its course.

Complete facilities for the repair of teeth are available at the Infirmary, a full-time dental hygienist is on the staff, and Boston dentists make visits at regular intervals, so that fillings and other dental work may receive efficient attention. Dr. C. P. Bonin and Dr. J. William Wilson, Boston dentists who specialize in the straightening of teeth, are at the Infirmary several days each week.

Each student must present evidence of vaccination against smallpox within five years prior to admission, and also evidence of immunity against diphtheria. Tetanus Toxoid immunization is given to all entering students who have not previously had this protection.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and Physical Education occupy a vital place in Andover life. The Physical Education, Intramural and Interscholastic Athletic phases of the program involve every student. The program aims to raise and maintain the level of physical condition, to develop skill and coordination in games, to encourage the growth of enthusiasm and appreciation for sports, and to aid in the development of desirable personality traits.

All students must participate in Athletics, and those who do not meet minimum standards in swimming, posture, motor skills and strength are given work of a specialized nature. The Interscholastic athletic program provides the opportunity of competition for the most proficient students. The best of leadership, equipment and training techniques aim toward the development of superior performers. The Intramural athletic program includes all students who are not members of a varsity squad and provides the opportunity to engage in competition in all seasonal sports. During the fall the sports offered are football, soccer, cross country, tennis and swimming. In the winter there are basketball, swimming, hockey, wrestling, fencing and track. In the spring the sports are baseball, tennis, golf, lacrosse and outdoor track.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physicians' services shall be rendered and infirmary care provided without charge.

REQUIREMENTS FOR ENTRANCE

The requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its minimum requirements, it is necessary to discriminate among the candidates on the basis of their records and promise. Geographical distribution and priority of application are among the factors that must be taken into consideration. It is highly advisable to make application before April 15 of the proposed year of entrance. Character, personality, and breadth of interest play a large part in the selection of applicants, which is not made on the basis of scholarly attainment alone. Candidates for entrance should take examinations as directed by the Admissions Office, and each applicant is asked to take the Aptitude Test; but the general school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. Only a small number can be received in the Senior Class and a slightly larger number in the Upper Middle Class. It is much easier, as well as more profitable, to enter a lower class at the appropriate age than to secure admission to a higher class later.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 35-38. This outline indicates the work which is done each year by a student who is neither behind nor ahead of his class in any subject. *It is not required that all the studies of a student shall be in the class in which he is rated. He is permitted to take individual subjects below or above that class if his preparation in the prerequisites of those subjects justifies such action.* But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years. Students entering

any of the three upper classes may, in some instances, receive credit for courses taken at their previous schools as a substitute for the Academy's minor courses.*

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from their performance on the Aptitude Test and on entrance examinations in Arithmetic and in English, which most candidates for the Junior Class are required to take. The examination in Arithmetic covers common and decimal fractions, square root, denominate numbers, percentage, and interest. The examination in English tests the candidate's knowledge of grammar, his ability to understand what he reads, and his skill in writing. In grammar the candidate will be tested on his knowledge of the parts of speech and the uses of words, phrases, and clauses in the sentence. His skill in comprehension will be tested by his analysis of simple passages of prose and poetry. The composition will test his skill in organizing ideas and developing them in coherent paragraphs of simple narrative and expository writing.

Some acquaintance with a foreign language is helpful; although not essential, it is recommended. Boys who have a sufficient knowledge of Latin to enter an advanced section of Latin 1 should write an entrance examination in Latin also; and those who have studied Algebra should write the examination for entrance to Mathematics 1 (Comprehensive). The Latin examina-

*See page 35.

tion will be based on the Latin Beta requirements of the Secondary Education Board; and the Comprehensive paper will include some Arithmetic and the topics covered in Part I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill -- enlarged edition).

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Cp. paper will be placed in advanced sections of Junior Latin.

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, in addition to the Aptitude Test, examinations are required on the work of the Junior year in Algebra, in English, and in foreign language. This work is outlined on page 36 and is described in pages 39-55. *In many instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language in the pamphlet of sample examination papers (see page 33).* Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Cp. (Gamma), and French Cp. (II or III) examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2* respectively.

UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should, in most cases, write the Academy's examination for entrance to English 3 and

*See pages 41-42.

the Aptitude Test. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits, by certification or examination, which cover the work of the Academy's three lower years or its equivalent. The Aptitude Test and an examination for admission to English 4 are usually required as a minimum.

PROCEDURE IN APPLYING

In making application for admission to the Academy for the coming year a detailed form should be filled out carefully and completely and forwarded to the Director of Admissions, together with a small photograph or snapshot of the boy. This form may be secured by writing to the Admissions Office or by returning the Preliminary Form in the back of this catalogue. Letters from two of the applicant's teachers and one or two additional sources should be sent in directly from the writers to the Academy at the earliest possible date. Letters from other than teachers are most useful when they come from scoutmasters, camp directors, and others who have had an opportunity to observe the boy on frequent occasions and can write in some detail. *Whenever possible, it is desirable that boys come to Andover for an interview. Appointments for such interviews should be made in advance.*

Complete official records of the applicant's work and standing in schools formerly attended are required. The Academy generally sends a preliminary request for this information immediately on receipt of the final application form.

Each candidate should take such examinations as the requirements outlined on pages 29-32 demand.

Rooms are assigned to incoming students during the summer, *in the order in which their admission applications are filed.* A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 26-27) for the Academy's regulations regarding immunization against certain infectious diseases.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Friday and Saturday, May 12 and 13, 1950. The schedule of hours is announced in April. The examinations will be given as follows:

In Andover: George Washington and Samuel Phillips Halls,
Phillips Academy;

In New York: Union Theological Seminary;

In other cities by special arrangement.

For examinations in Andover there is a fee of \$2.00. For those taken elsewhere a fee of \$5.00 is required.

The Secondary Education Board's examinations (which may be used for entrance to the Junior and Lower Middle classes) will be given in many cities on May 25 and 26.

A pamphlet of sample examination papers will be supplied upon request without charge. The Secondary Education Board, Milton, Massachusetts, publishes a pamphlet, "Definition of the Requirements for 1950," which includes helpful information about the Board's English III and IV, Mathematics III and IV, Latin Cp. and French Cp. requirements for the Junior or Lower Middle Class. The cost of this pamphlet is fifty cents, postpaid. (See footnotes under the statement of requirements for each of these classes.)

ROOM EQUIPMENT AND CLOTHING

The Academy furnishes each room with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student, but no additional electrical appliances are permitted. Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name. The Academy does not issue a detailed list of necessary equipment, but all boys are advised to bring extra bedding and warm clothing for the winter months. Athletic equipment is provided for varsity and junior varsity teams in most sports, but all boys are advised to bring whatever equipment they already own, and not to purchase new equipment before coming to school.

Parents are referred to the statement on "General Regulations" (pages 56-57) for further information.

COURSE OF STUDY

1949-1950

*SYNOPSIS OF COURSES

As the curriculum is planned to effect a progressive development, it is desirable for the student to take the entire course in the Academy. Admissions to the two upper classes are therefore limited to a small group.

In choosing his course of study, the student should consider as early as possible what college or technical school he intends to enter. A proper choice of course and of elective subjects will prepare fully for any higher institution.†

For full membership in a given class students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

During his four years in the Academy a student who enters the Junior Class ordinarily takes the following major courses, a major course being one which meets four or five times a week: English 1, 2, 3, 4; Foreign Language 1, 2, 3; a second Foreign Language 1, 2; Mathematics 1, 2, 3; Science; History 4; and one elective major course. In addition, he takes minor courses in History, Religion, Elementary Science, and Art and Music. The distribution of subjects is described on the following pages, with exceptions indicated. The Description of Courses begins on page 39.

*See page 29, third paragraph.

†See page 20, "Class Officers."

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Junior Year

English 1	4	hours a week
*Foreign Language A1	5 or 4	" " "
Mathematics 1	5	" " "
Elementary Science	3	" " "
History 1	3	" " "
	<hr/>	
Total	20 or 19	" " "

Lower Middle Year

English 2	4	hours a week
Foreign Language A2	4	" " "
†Foreign Language B1	5 or 4	" " "
Mathematics 2	4	" " "
Religion	2	" " "
History 2	2	" " "
	<hr/>	
Total	21 or 20	" " "

Upper Middle Year

English 3	3½	hours a week
Foreign Language A3 or ‡Science	5 or 4	" " "
Foreign Language B2	4	" " "
Mathematics 3	4	" " "
History 3	3	" " "
Art and Music	2	" " "
	<hr/>	
Total	21½ or 20½	" " "

*Latin, Greek, French, or German.

†One of the foregoing not taken in Junior year, or Spanish.

‡Biology, Chemistry, or Physics.

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Senior Year

English 4	4	hours a week
History 4	5	" " "
‡Science or Foreign Language B ₃ (whichever is not taken in U.M.)	4	" " "
Elective (Major)	4 or 5	" " "
Elective (Minor)	2 or 1	" " "
Total	<hr/> 19	" " "

‡Biology, Chemistry, or Physics.

The following modifications in the foregoing program may be made:

- (a) A student who takes three years of Latin and two years of Greek is allowed to omit Art and Music, and in his Senior year may take any two of Greek 3, Science, History 4.
- (b) Candidates for any college which requires Mathematics 4, Chemistry, and Physics may omit the third year of a foreign language, if such omission is necessary to avoid an excessive schedule.
- (c) Students whose previous work in foreign language has been of superior quality may, by special permission, take two foreign languages in the Junior Year.
- (d) Students who enter the Senior year with insufficient credit in foreign language may take German 1-2 or Spanish 1-2, for the purpose of establishing credit for two years' work in one of these subjects.
- (e) In exceptional cases, incoming Upper Middlers and Seniors may, by special permission, meet the Academy's diploma requirements on completion of two units in each of two foreign languages, in addition to four units in mathematics and two in laboratory science.

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SENIOR ELECTIVES*

English 5	3	Navigation	1
French R	2	Chemistry S	1
French C	2	Physics S	2
German 1-2	6	Introduction to Art and Music	2
German 4A	2	Studio Art	2
German 4B	2	Advanced Art	2 or 4
German 5	2	Harmony	2
Greek 1-2	5	Piano or Organ	2
Greek 4	1	Senior Music Appreciation	2
Spanish 1-2	6	Music Major	4
Latin (Horace)	1	Religion 2	2
History 5	1	Anatomy	2
Mathematics 5A	2	Anthropology	2
Mathematics 5B	2	Philosophy	2
Mathematics 6	1	Public Speaking	2
Mathematics 7	4	Social Problems	2
Mechanical Drawing 2			

*Any course in the Catalogue not previously taken may count as a Senior Elective with the exception of first-year language courses.

DESCRIPTION OF COURSES

ENGLISH

The purposes of the English courses are primarily to develop skill in speaking and writing, to teach students how to read, to develop criteria for evaluating books, and, through the study of literature, to deepen the students' understanding of men and experience.

These purposes are accomplished chiefly by frequent practice in speaking and writing, by close-reading, by sustained attention to problems of syntax and rhetoric, by concentrating in class upon representative texts until they have been mastered, and, finally, by extensive collateral reading.

Sections are small, ranging in size from ten to fifteen. After the first year the ablest boys are assigned to honors sections, where they do advanced work and are encouraged to develop their own literary skills. Classroom instruction is supplemented in each year by conferences with individual students.

The following course descriptions indicate the kinds of work done in each of the four required years of English and in an elective course in American Literature. A syllabus of the work of each year cannot be given here. Continuity is maintained throughout the English program and the main emphases are established by the Department, although selection of specific textbooks and other teaching materials is left to the individual teacher so that he may shape his course most effectively to the needs of his students. Consequently texts may vary from year to year and from teacher to teacher.

ENGLISH I. Four hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and

proceeding to the writing of simple expository themes; (4) sustained instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *A Book of Short Stories*, edited by Pugh (Macmillan), Masfield's *Dauber* (Macmillan), *Julius Caesar*, *A Tale of Two Cities*, *Great Expectations*, *The Yearling*, *Lively Lady*, *Yesterday and Today* (Harcourt, Brace), *Correct English*, edited by Tanner (Ginn and Co.)

ENGLISH 2. Four hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story and the novel, the drama, poetry and the familiar essay; (7) continued study of the techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Short Stories*, edited by Schweikert (Harcourt, Brace), *David Copperfield*, *The Rise of Silas Lapham*, *The House of the Seven Gables*, *Arrowsmith*, *The Merchant of Venice*, *Romeo and Juliet*, *Poems for Modern Youth*, edited by Gillis and Benet (Houghton, Mifflin), *Poems for Enjoyment*, edited by Liberman (Harper), *An Inland Voyage*, *Travels with a Donkey*, *A Handbook of English*, edited by Harris, Roberts, Johnson (Oxford).

ENGLISH 3. Four hours, three requiring outside preparation. The prepared hours are devoted to (1) literature and (2) rhetoric. The unprepared hour is devoted to oral English, close-reading, writing. The five main types of literature—fiction, the drama, the essay, biography, poetry—are studied in representative texts of graduated difficulty with continued emphasis upon close reading, explication, and discussion.

There are frequent long themes and class papers. The emphasis in this course is upon writing. This involves sustained attention to problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Henry Esmond*, *Victory*, *Of Human Bondage*, *Fortitude*, *Ethan Frome*, *The Mayor of Casterbridge*, Bacon's *Essays*, *Milestones of the Drama* (Harcourt, Brace), *Macbeth*, plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harper), the poems of Browning, *John Brown's Body*, *An Introduction to the Study of Poetry* (American Book Co.)

ENGLISH 4. Four hours, all requiring outside preparation. The work of this course gives training, on an advanced level, (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. This course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, research projects, and original work.

Representative texts are *Tess of the D'Urbervilles*, *The Return of the Native*, *The Scarlet Letter*, *The Forsyte Saga*, *The Great Gatsby*, *Understanding Fiction*, edited by Brooks and Warren (Crofts), *Great Modern Short Stories*, edited by Cerf (Modern Library), *Hamlet*, *Othello*, *Henry IV, Part I*, *King Lear*, *Antigone*, selected

plays of Ibsen, Shaw, Galsworthy, O'Neill, *British Poetry and Prose*, edited by Lieder, Lovett, Root (Houghton, Mifflin), *Current Thinking and Writing*, edited by Bachelor and Henry (Appleton-Century), *Straight and Crooked Thinking* (Simon and Schuster), Strachey's *Queen Victoria* (Harcourt, Brace), *Understanding Poetry*, edited by Brooks and Warren (Holt).

In each English course, in addition to assigned reading, students do collateral reading which is guided by the English teacher.

In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

ENGLISH 5. Three hours. An elective course open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English.

PUBLIC SPEAKING

Two hours. It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first two years.

In the Senior year an elective course provides training in the delivery of memorized selections, in expository speeches, and in brief-writing and argumentative speeches. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The text used is Brigrance's *Speech Communication* (Crofts).

*FRENCH

The French Department offers a continuous four-year course, conducted exclusively in French, in which the emphasis is laid on the acquisition of the four skills outlined in Dr. Emile de Sauzé's famous "Cleveland Plan." Students are taught to understand the written and the spoken word, and to express themselves in French both orally and on paper. English is at no time used in class. The entire program is based on learning French as a living language, approximating as closely as possible, within the

*See footnote on page 45.

restrictions of the classroom, the same conditions for learning a foreign language as exist for learning English.

Many reading texts are imported from Canada or from France, in their original form, without English footnotes or vocabulary. Each student must provide himself with a French dictionary (*Petit Larousse illustré*), since he is taught to learn the meanings of new words from words already understood, and not by memorizing English equivalents.

FRENCH 1. Four hours. Text: E. B. DeSauzé: *Nouveau cours pratique de français pour commençants*, John C. Winston Co.; lessons 1 to 27.

FRENCH 2. Four hours. Texts: E. B. DeSauzé, *Nouveau cours pratique de français pour commençants*, completed. Bullock, *Grammaire française, méthode orale* (Appleton-Century-Crofts), first half. Perrier and Lebel, *La garde montante*, Brentano. C. Aveline, *Voiture 7, Place 15*, Emile Paul, Paris.

FRENCH 3. Four hours. Texts: G. Chinard, *Scènes de la vie française*, Ginn and Co. Bullock, *Grammaire française, méthode orale*, (Appleton-Century-Crofts), completed. C. Aveline, *La double mort de Frédéric Belot*, Emile Paul, Paris.

FRENCH 4. Four hours. Texts: D. W. Alden, *Introduction to French Masterpieces*, Appleton-Century Co.; Wilson and Herbert: *Through French Eyes*, Putnam and Sons.

In addition to the above, the French Department offers one special two-hour course for students whose programs do not permit a four-hour course:

FRENCH C. Two hours. For students who have credit for three years of French. Texts: Kay and Dondo: *Intermediate French Conversation and Advanced French Conversation*, D. C. Heath and Co. Picard and Black: *Manuel de conversation française*, D. C. Heath and Co.

*GERMAN

The Department of German offers a continuous course, covering four years, in which the emphasis is laid upon fluency of reading and the use of the spoken language.

GERMAN 1. Four hours. This course gives the grammatical background, the skeleton of the language, and the simple forms of conversation. It emphasizes clarity of expression, vocabulary, and the ability to handle a language more highly inflected than the English. Reading begins in the middle of the winter

*See footnote on page 45.

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term. Varied texts, such as the Hagbold series of stories and fables, other well-known stories at the appropriate level, and much sight-reading material furnished by the instructors are read during the rest of the year. *The Concise German Grammar*, by Vos, has been used as the elementary work-book in recent years.

GERMAN 2. Four hours. The course amplifies reading knowledge and vocabulary. It starts with the reading of Diez's *Beginning German for Colleges* (Oxford Press), with emphasis on the grammatical and syntactic background of the language, and continued work in conversation. Reading of modern texts (mostly 20th-century German) and, occasionally, the reading of a classical work, such as *Wilhelm Tell*, complete the course.

GERMAN 3. Four hours. This is an advanced course which develops and continues the above courses. The classes are conducted in German as much as possible. Reading material includes novels by Keyserling, Mann, Hausmann, Bahr, and other modern writers. Dictation in German on various literary and scientific topics is frequently given, including excerpts from the classics.

GERMAN 4, for Seniors, is given in two sections of two hours each, which may be taken separately or jointly. One emphasizes the handling of advanced German in dictation and conversation, and ends with the reading of classic poetry and excerpts from Goethe's *Faust* at the end of the year. The other deals with literary and scientific modern texts.

For advanced pupils who have completed the higher courses, at the Academy or elsewhere, a GERMAN 5 course of two hours is given, which is designed to keep the knowledge of the language alive and growing, and uses material adapted to the individual knowledge of the boy.

GERMAN 1-2. Six hours. This course is designed for Seniors who wish to continue German in college or need it as a background for scientific and mathematical studies. Meeting six periods a week, it affords an opportunity for accelerated grammatical instruction and reading. Credit for two units of German is given upon successful completion of this course.

GREEK

GREEK 1. Four hours. This course is devoted mainly to forms and the most essential principles of syntax. White's *First Greek Book* (Ginn and Co.) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works, or an equivalent, with sight reading from other Attic prose authors, some translation from English into Greek, and grammar review.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

Properly qualified Seniors and Upper Middlers may take Greek 1-2, five periods a week, which covers in one year the essential material of Greek 1 and Greek 2. This course uses Chase and Phillips' *A New Introduction to Greek* (Harvard University Press).

A course on the Greek Old and New Testaments, GREEK 4, is offered as a Senior elective.

LATIN

LATIN 1. Five hours. This course is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in *First Year Latin* (Allyn and Bacon). The course aims at a thoroughly dependable foundation for subsequent reading and study.

LATIN 2. Four hours. The aim of the course is to extend and build on the linguistic foundations laid in Latin 1. For this end Books 1-4 of the Gallic War of Caesar, or equivalent amounts from a second-year book, are studied. Vocabulary includes the word list recommended by the College Entrance Examination Board for the second year. There is continual practice in sight translation, prose composition and reading aloud. An attempt is also made to show the importance of Caesar in the history of his time. The course is in all ways introductory to the study of Cicero and Vergil.

LATIN 3. (Cicero). Five hours. This course has a threefold purpose. Linguistically it aims at teaching students to read Latin prose with increasing ease. Historically it tries to present a picture of Cicero's life and times and to compare and contrast his period with our own. Culturally it endeavors to assess the literary importance of Cicero, as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero, as well as passages from other prose authors. There is constant practice in sight translation and vocabulary.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

LATIN 4. Five hours. In this course an effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the Aeneid and from the work of Ovid and of other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six books of the Aeneid. Vocabulary includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world.

LATIN 5a (Horace). One hour. Selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN 5b (Catullus). One hour. Selections from the poems of Catullus

are read and discussed. The course is treated in the same way as the Horace course above.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

The Department of Spanish offers a continuous course, covering four years, in which the emphasis is laid upon fluency and clarity of oral expression and an ability to read and write the language with understanding and appreciation.

SPANISH 1. Four hours. This beginning course gives an adequate grammatical background and gradually abandons the mother tongue as the year progresses. The students are trained to express themselves in simple, idiomatic Spanish. The texts are Leslie's *Spanish for Conversation* (Ginn and Co.) and Kasten and Neale-Silva's *Lecturas Escogidas* (Harper), with as much additional reading as possible at an appropriate level.

SPANISH 2. Four hours. This is a continuation course placing more emphasis on reading and vocabulary building, including the use of synonyms and antonyms. Oral speeches are stressed with some emphasis on extemporaneous speaking. Walsh's *Repaso* (Norton) is used, and such readers as Pattison's *La Fuente de las Calaveras* (Crofts), and Olmsted and Grismer's *Spanish Short Stories* (Ronald).

SPANISH 3. Four hours. This is an advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish in so far as is feasible. The main texts, supplemented by additional readings, are *Alternate Spanish Review Grammar and Conversation* by Carnahan, Seymour and Hespelt (Heath) and *Pensativa* by Goytortúa (Crofts).

SPANISH 4. Four hours. This course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary, and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written material is required. The basic texts are Romera-Navarro's *Historia de España* (Heath) for historical and cultural background, Sims and Switzer's *Repaso y Composición Revised* (Heath) for a thorough grammatical review and guidance in composition and written expression, and

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

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Walsh's *Cuentos Criollos* (Heath) as a portrayal of Spanish-American life. Other texts serve to supplement these.

SPANISH 1-2. Six hours. This is a course designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2.

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. They are developed consecutively to give increasing experience in precision of thinking and to train the students in logical expression of what they know. During the first two years, the system defers to the immaturity of the students, stressing the narrative and pictorial; it moves toward the analytical and abstract only in the last two years. The first courses rely upon textbooks for all students. The last have texts available but direct the abler students to specific reading in historical works of maturity. All courses use materials in the Art Gallery and the Library.

HISTORY 1 — Greece and Rome. Three hours. This course introduces the students to History. It begins with stories of Egypt, Mesopotamia, Palestine, Crete, and the Persian Empire, as the background for more extensive study of the Greeks, their internal growth and international strife. Then it moves into the history of the Romans, through the days of their Republic, the times of the Caesars, and the Empire, to its decline with the barbarian invasions. Class-room work is devoted to explanation, with frequent practice in writing short papers about what has been studied.

HISTORY 2 — FRANCE. Two hours. With this course, the students are given a view into the history of Western Europe. The central theme is the growth of France from Charlemagne to Napoleon. Some emphasis is put upon the Church, feudalism, the growth of towns, the Renaissance, and the French Revolution. There is a work-book specially prepared for this course. The students are trained in note-taking and writing more extensive papers in class.

HISTORY 3 — BRITAIN. Three hours. The work of this year takes the students into a more mature examination of historical forces. The basis of study is a work-book designed to train students to use the Library and to depend no longer upon a single text. They are taught to take their own notes from specific references. Discussion in the class-room is based on these notes, and the students are encouraged to draw conclusions.

Detailed study of Great Britain begins with the Tudors. Emphasis is given to the development of Parliament and representative institutions. There is elabora-

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tion of social and economic changes, colonial expansion during the period of Cromwell and the Restoration, and rivalry with France for world supremacy through the American rebellion. The course then deals with the industrial society of the nineteenth century, its influence upon political movements, the rise of imperialism, and aspects of British policy in the world of today.

HISTORY 4 — THE UNITED STATES. Five hours. This final course builds upon the work of the previous year. It opens, therefore, with the American Revolution and proceeds through the transition from Confederation into Federal Union, the westward advance of the people, the rise of the nation out of sectional conflicts and the Civil War. It surveys the development of industry and the attendant growth of the United States as a world power. It closes with events of the present time.

Public affairs are the central theme. Stress is put upon geographical, economic, social, and governmental problems in order that the students may know the origins of the society in which they live. The careers of eminent men are examined in relation to these problems. Much attention is given to historic decisions of the Supreme Court. Purely military events are minimized. Matters of literary, intellectual, religious, and philosophical import are indicated, but left for study in college.

HISTORY 5 — CONTEMPORARY HISTORY. One hour. This elective for superior students in their Senior year is designed to give a brief commentary upon recent affairs. It includes events leading to the recent war, policies of the Great Powers, contemporary events of national significance, and international issues. The students are asked to read in historical works and current periodicals, but the major part of the study consists of discussions in class and note-taking from lectures.

MATHEMATICS

MATHEMATICS 1A — First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The course covers the topics of Hawkes-Luby-Touton's *First Year Algebra* (Ginn) through systems of equations involving one quadratic and one linear. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) to supplement the regular text work.

The abler students are placed in a division which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 1B — First Year Algebra. Five hours. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used are the same as in Mathematics 1A.

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MATHEMATICS 2 — Second Year Algebra. Four hours. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Mergendahl and Walters' *Intermediate Algebra* (Appleton-Century). Additional material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 3A — Plane Geometry. Four hours. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B — Second Year Algebra. Four hours. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. The course presumes that elementary algebra has been covered through the solution of sets of equations, one of which is first degree and the other quadratic. The text in use is Mergendahl and Walters' *Intermediate Algebra* (Appleton Century). Supplementary material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 4 — Trigonometry and Solid Geometry. Four hours. The prerequisite of this course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, and solid geometry. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one unit of credit.

MATHEMATICS 5A — Advanced Algebra. Two hours. This is an elective course and is open to students who have credit for Mathematics 3. The course includes the study of imaginary and complex numbers, theory of higher degree equations, partial fractions, undetermined coefficients, summation of series, variables and limits, permutations, combinations, probability, scales of notation, determinants, and mathematical induction. The text book used is Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon).

Completion of this course meets the college requirements for one-half unit of credit.

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MATHEMATICS 5T—Plane Trigonometry. Two hours. This is an elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 6—Introduction to the Calculus. One hour. This is an elective course and is open to students who are enrolled in Mathematics 4. The course is a brief introduction to analytic geometry and the calculus and is designed to supplement the regular Senior work in mathematics. The course is covered in Longley and Wilson's *An Introduction to the Calculus* (Ginn).

MATHEMATICS 7—Analytic Geometry and Differential and Integral Calculus. Four hours. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is Phillips' *Analytic Geometry and Calculus*—Second Edition—(Wiley).

MECHANICAL DRAWING

Two hours. This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing*—Seventh Edition—(McGraw-Hill).

NAVIGATION

This two-hour course is open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Dutton's *Navigation and Nautical Astronomy* are studied, with emphasis on their application to surface navigation. Considerable practical work is done with charts, plotting sheets, and sextants.

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ELEMENTARY SCIENCE

Three hours (for Juniors) or two hours (for Lower Middlers). These courses are parallel in subject matter, though they necessarily differ somewhat in treatment. Designed to form an easy approach to the laboratory sciences which follow in the later years, and also to acquaint the student with information useful to any educated person, the courses are based on a study of the earth. Following a survey of the consequences of the shape and motions of the earth, they continue with the elements of meteorology, of physical geology, and a very brief sketch of Earth history and the theory of evolution. Throughout, emphasis is placed on the development of reasoning power rather than the mere collection of facts, and careful attention is paid to the methods used by scientists in acquiring knowledge and developing ideas.

BIOLOGY

Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria, and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, twice for recitations and twice for two-hour laboratory periods. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one credit for admission to college. The text used is MacDougal and Hegner's *Biology* (McGraw-Hill).

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CHEMISTRY

Four hours. The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

CHEMISTRY S. One hour. This is a laboratory course which meets two periods each week. It is for students who have completed the usual elementary course in Chemistry and who wish to maintain contact with the subject during their senior year.

PHYSICS

Four hours. This course completes the requirements for entrance to college and prepares the student for further work in this or related fields. The textbook used is Burns, Verwiebe & Hazel's *Physics, a Basic Science* (Van Nostrand), supplemented by Miller's *Progressive Problems in Physics, Revised* (Heath). By means of lectures, recitations, experimental demonstrations, and the

solution of numerical problems, the student is taught not only the fundamental principles of Physics, but also the elements of the scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory, about forty quantitative experiments are performed, for training in manipulative techniques and also to illuminate the methods of attack used in scientific investigation. The use of the slide rule is taught and required.

PHYSICS S

Two hours. This course is open to Seniors who have completed a year of Physics, and who need to take an examination in the subject for admission to college or engineering school. Most of the time is occupied with the techniques of solving numerical problems. During the spring term, after the entrance examination has been taken, the course is directed into fields not previously studied, according to the preference of the students.

THE VISUAL ARTS

INTRODUCTION TO ART. Two hours. One-half of the course, "Introduction to Art and Music", is devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Industrial and Decorative Arts. This course, counting as two hours a week, is ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The function, construction, and appearance of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to all the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. Two hours. A limited group of Upper Middlers and Seniors are permitted to take, in place of the Art and Music course, instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this

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course, but it presupposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

A continuation of the studio course, counting as two hours a week, is offered for Seniors.

ADVANCED ART. Two classroom and four studio hours. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may, with permission of the instructor, be taken as a half course, counting two hours a week, with concentration on the discussion section.

MUSIC

INTRODUCTION TO MUSIC. Two hours. An introductory course in Art and Music is required for members of the Upper Middle Class, and Seniors may take it as an elective. The second half of this course is devoted to music. Its object is to teach the student how to listen to music and to instruct him in certain features of the historical background and development of music which will increase his understanding and enjoyment of it.

SENIOR MUSIC APPRECIATION. Two hours. A Senior elective in Music Appreciation is offered for those members of the Senior Class who wish to be introduced to the subject, as well as for those who, having taken the Upper Middle course, desire more work in this field.

HARMONY. Two hours. A course designed to equip musical students for thinking music accurately. It includes elementary and advanced ear training, both melodic and harmonic, so as to enable the students to recognize all intervals and chords. Students will learn the correct use of common chords, seventh, ninth, eleventh, and thirteenth chords and all their inversions, by harmonizing melodies and basses.

INSTRUMENTAL MUSIC. Weekly instruction in piano and organ, also in orchestra or band instruments, may be counted as a two-hour course. One half hour of instruction is to be supplemented with four hours of practicing. These lessons are given without charge to members of the school orchestra and band. For piano and organ lessons, there is a separate charge of \$100 for weekly half-hour lessons, and \$200 for hour lessons. A staff of distinguished teachers is available for this instruction.

MUSIC MAJOR. For students who wish to take Music as a major course in their Senior year, any combination of two two-hour courses is possible.

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ORCHESTRA. The school orchestra rehearses weekly and studies classical, romantic, and modern scores. Instrumental ensembles from the orchestra participate at concerts at the Academy and at neighboring schools.

BAND. The school band rehearses weekly and plays at important athletic contests during the fall and spring terms. A smaller group of band musicians appears in concerts at the Academy and at neighboring schools.

GLEE CLUB. The Glee Club consists of one hundred members drawn from volunteers from the Senior and Upper Middle classes. It meets twice a week for hour rehearsals, preparing unaccompanied secular part songs and a wide variety of other music for joint concerts with the glee clubs from neighboring girls' schools. Besides the production of operettas in George Washington Hall, the Glee Club participates in the annual New England Preparatory Schools Festival concert given in Symphony Hall, Boston, with six other schools from the area.

CHOIR. The Chapel Choir consists of one hundred members drawn from volunteers from the Upper Middle, Lower Middle and Junior classes. Its primary purpose is to lead all parts of the musical service in Sunday Chapel.

RELIGION

RELIGION 1. Two hours. This course is a study of religion in the making. It traces the development of the most important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews and the religion of Jesus. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This course is given to all members of the Lower Middle Class.

RELIGION 2. Two hours. This is an elective course for Seniors and Upper Middlers who have completed successfully the work of the Lower Middle Religion course and who wish to move on further in their study of religion. The content of the course differs somewhat from year to year and depends, to some degree, upon the background and the maturity of the students who have elected further work in this field. Some study is usually made of the various religions of mankind: such as Hinduism, Buddhism, Mohammedanism, and Confucianism. The course includes also a consideration of the great philosophies of the past: Epicureanism, Stoicism, Platonism, Aristotelianism. The course is concluded with an attempt to understand some of the different emphases and recent developments in Christian thought, both in this country and on the continent.

ANATOMY

Two hours. This survey course, for Seniors and Upper Middlers, is intended to interest and instruct the student in the structure and physiology of the human body, and in the laws of

inheritance, evolution, and eugenics. It is composed of lectures, demonstrations, and some outside reading.

ANTHROPOLOGY

Two hours. An elective course, offered by the Robert S. Peabody Foundation for Archaeology, is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

PHILOSOPHY

Two hours. A Senior elective is offered in this subject with the object of giving background and direction to the curiosity about general ideas that is common among able youths at this age level. The course aims at creating an awareness of the contemporary significance of the persisting major problems of philosophy, especially those in the fields of ethics and politics. Although Joad's *Guide to Philosophy* and Russell's *History of Western Philosophy* are used as background texts, the chief work of the course consists of the careful reading and full discussion of key excerpts from the masterpieces of philosophy, ancient and modern.

SOCIAL PROBLEMS

Two hours. This elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 9.53 A.M.
Morning Assembly	10.00 A.M.
Recitation and study hours	10.30 A.M. to 12.23 P.M.
Athletics and Body-building	2.00 P.M. to 3.40 P.M.
Recitation and study hours	4.07 P.M. to 6.00 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The few but definite rules to which the undergraduates are expected to adhere have been made in accordance with this principle.

Every absence of a student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any other fixed appointment must be satisfactorily accounted for. The

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accumulation of eight unexcused absences or eight demerits involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty is liable to dismissal.

The use or possession of alcoholic beverages will cause dismissal.

Smoking, subject to certain restrictions, is permitted to the two upper classes only.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to have firearms or explosives of any description in their possession or to use them, except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse is liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

Bicycles are not permitted, except to day students.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

EXPENSES

GENERAL INFORMATION

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid, or the scholarship earned, have benefited by the endowment funds.

No patron of the school in recent years has met the full cost of his son's Andover education.

The total cost to the Academy for each boarding student during the year 1948-1949 was in excess of \$2,275. Of this figure, \$1,250 was met by the inclusive fee, leaving a considerable balance to be met by the income on invested funds, by gifts from alumni and from other sources.

The Trustees and Administration are unwilling to compromise with mediocrity in educational standards and at the same time desire to maintain the democratic traditions of the school. It has become apparent therefore that the tuition must be increased in an attempt to restore the budget to a sound operating basis. This increase set at \$150 has brought the total tuition charge to \$1400, but does not affect the policy of making scholarship aid available to qualified students who are unable to meet the full charge.

TUITION CHARGES

The tuition charge for each student at Phillips Academy is as follows: \$700 payable on October 1; \$350 payable on January 1; and \$350 payable on April 1. The net rate charge to scholarship students varies according to the need of the applicant. Each student, when his application is accepted, is required to make a deposit of \$50 which is credited on his first regular school bill.

The tuition charge of \$1400 covers instruction, board, room (including furniture, bed linen and one blanket), health supervision, x-rays, laboratory tests, infirmary care and the services of the school physicians, physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include tutoring, or special instruction in music or athletics, dental care, the services of consulting physicians or private nurses, personal laundry, textbooks, dues to school organizations and unnecessary breakage and damage to school property.

To assist parents in budgeting expense for consultants, surgeons, private nurses, and such hospitalization as may be necessary, our student insurance plan is provided. The cost is \$12.50 for the period beginning noon, September 19, 1949, and continuing until midnight, June 11, 1950. This charge is payable on October 1.

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the first bill for the following year.

Bills for matters not included in the regular school charge may be sent at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Classroom privileges may be denied to students whose bills are not settled when due. No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

FINANCIAL AID FOR STUDENTS

Boys of strong character, ability, and ambition who need financial assistance are encouraged to apply for admission and for aid, even though not all requests can be met. The Scholarship Committee, in addition to awarding grants, exercises control over all student employment, such as work in the Commons and on campus concessions, which are organized under the Bureau of Self-Help. The anticipated revenue from such work is included in the over-all provision made for each boy on the scholarship list.

Scholarship awards vary in amount according to the applicant's need, with a few full scholarships of \$1400 for boys of special promise and great need. The Scholarship Committee requires a complete and definite statement of parents' financial circumstances, which will be kept confidential. Applications for renewal of aid, which should be made before April 1, will be considered in the light of the candidates' achievement and circumstances. All boys on the scholarship list are expected to maintain scholastic records compatible with their ability and to show in every possible way that they are cognizant of and deserving of the special opportunities which they enjoy. Under the Grant-Work Program, each scholarship boy is expected to perform some useful service about the school in partial return for the aid he receives.

A large number of special prizes and scholarships, many of them of nearly a century's standing, are awarded each year to

students whose character and achievement during their school course meet conditions set by the donors. A list of these awards, some of which are funded and others sustained by generous gifts of alumni and friends of the school, follows:

PRIZES

ENGLISH

Draper — \$20 and \$15
Means — \$20, \$10 and \$5
Robinson — \$45
Schweppe — \$30 and \$20
Goodhue — \$10 and \$5
Charles C. Clough — \$20
Stephen S. Langley — \$8
Arthur W. Leonard — \$10, \$6 and \$4
Donald Carr — \$20, \$12 and \$8
Charles Snow Burns — \$10, \$10 and \$10

CLASSICAL LANGUAGES

Joseph Cook — \$15, \$10 and \$5
William N. Weir — \$35
Dove — \$20, \$10 and \$5
Department of Latin — \$10, \$5, \$10
\$10, \$5, \$10, and \$5
Reverend Alfred Johnson — \$10
Valpey — \$10 and \$10
Allen Rogers Benner — \$25

GERMAN

Robert Stevenson — \$10

FRENCH

Frederick Holkins Taylor — French books.
Department — two prizes of books.

SPANISH

Hayden — \$25

HISTORY

Lloyd W. Smith — \$50
Haymond — \$50 or books, \$25 and \$10
George Lauder — \$40

MATHEMATICS

E. B. Convers — \$15 and \$10
George T. Eaton — \$20
Matthew S. McCurdy — \$20 and \$15

The Rensselaer Medal
Edward Bailey — \$15

SCIENCES

Wadsworth — \$10
Dalton — \$35
James C. Graham — \$1,000

MUSIC

Charles Cutter — \$35
Edward Pitkin Poynter — \$15
Ainsworth B. Jones — \$15
Composition — \$10
Milton Collier Memorial — \$25
Organ — \$10

ART

Morse — \$20
Thompson — \$25
Addison Gallery Associates — \$25
John Esther Gallery — \$25

OTHER PRIZES

Faculty — \$100
Chadwick Robert Byer Memorial — book or books
Fuller — gold medal
Bierer — \$25
Improvement — \$100
Yale Bowl
Federation of Harvard Clubs — book
John P. Hopkins — \$200
Butler-Thwing — \$15
Phillipian — \$30
Paul Revere Prizes in Printing — \$25 and \$20
Cecil K. Bancroft — \$50
Commons — \$10
John Adams Kingsbury Jr. — \$50
Aurelian Honor Society — books
Lord — books
George H. Catlin Prize — \$1,000
Richard Jewett Schweppe — \$35
Alan Fox Scholarship — \$1,200

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FUNDS FOR GENERAL SCHOLARSHIP USE

	<i>Principal</i>		<i>Principal</i>
Bancroft	\$ 2,000.00	Osgood Johnson	500.00
Cecil K. Bancroft		Arthur L. Kerrigan	2,500.00
Memorial	3,000.00	George B. Knapp	
Peter Smith Byers	500.00	Memorial	5,000.00
Carter Memorial	1,500.00	Robert D. Mills	500.00
Jane Aiken Clarke	1,200.00	Allan Morse Penfield	1,000.00
Class of 1878	1,200.00	Hon. William Phillips	4,633.33
Moncrieff M. Cochran	2,500.00	Richards Memorial	1,450.14
Abraham B. Coffin	2,000.00	George Ripley	2,500.00
Joseph Dowe	3,097.98	George F. Roberts	2,000.00
Warren F. Draper	1,000.00	David and Lucy Hay-	
Julia E. Drinkwater		ward Shaw	10,000.00
Memorial	1,918.71	Sumner Smith	1,142.31
Thomas A. Emerson	2,000.00	Winthrop H. Smith	5,000.00
Harriet L. Erving	1,500.00	Emma Lane Smyth	1,000.00
Samuel M. Evans	1,000.00	Abbot Stevens	20,000.00
Samuel Farrar	22,000.00	Valeria G. Stone	26,400.00
Charles L. Flint	5,000.00	Students' Educational	7,762.64
Hiram W. French	1,000.00	Caroline Parker Taylor	1,000.00
Henry Waldo Greenough	2,000.00	James and Persis Taylor	1,000.00
Herman Verhoeff Hartwell	5,000.00	James C. Taylor	1,000.00
James H. Haste	241,074.18	Jonathan Taylor	1,000.00
Henry P. Haven	1,000.00	Frank Butler Walker	1,425.00
Leonard A. Hockstader	2,500.00	Amasa J. Whiting	2,515.65
Mary W. Holbrook	500.00	Gerard Sumner Wiggin	1,000.00
T. Augustus Holt	26,003.24		
James Huntington	2,000.00		
			<u>\$432,823.18</u>

SPECIAL SCHOLARSHIP FUNDS

	<i>Principal</i>		
Gordon Ferguson Allen		Smith Lewis Multer, Jr.	5,000.00
Memorial	\$5,000.00	William Thompson Reed	
Charles W. Carl	7,300.00	Memorial	11,100.00
Charles C. Clough		Schuyler Bussing Ser-	
Memorial	5,000.00	viss Memorial	5,000.00
Robert Henry Coleman		Moses Austin Cartland	
Memorial	6,000.00	Shackford Memorial	5,000.00
John Cornell	5,000.00	Herbert E. Stilwell	
Alfred Howlett Durston	5,000.00	Memorial	10,000.00
Richard Strong Foxwell		Suisman Foundation	2,500.00
Memorial	2,500.00	Roger C. Sullivan	25,000.00
William Henry and		Augustus Porter	
Ellen Cary Haskell	3,000.00	Thompson Memorial	5,000.00
George X. McLanahan		Henry S. Van Duzer	12,500.00
Memorial	10,000.00	Frank Dale Warren	1,000.00
Macintyre	10,100.34		
			<u>\$141,000.34</u>

In addition to the prizes listed on page 61, the income from the General Scholarship Funds and Special Scholarship Funds is available for award to deserving students. Award of the income from the Special Scholarship Funds is made under conditions set by the donors.

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, are situated within a short distance of the other school buildings, and are adapted to the particular needs of the youngest members of the school. They offer accommodations for fifty-one boys. With their common recreation and dining rooms, they provide an intermediate stage between the natural restrictions of the home and the freer life of a large school. The boys are in more homelike surroundings and receive closer supervision than the rest of the school, but share with the other boys in the same classes and sports and in all the other privileges of school life. The boys of the Williams Hall unit take turns in waiting on table in the dining room.

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ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors. Its administration is carried on along the same lines as that of Williams Hall, with the exception that its residents eat in the Commons.

FACULTY HOUSES

Twenty-eight houses, known as Faculty Houses, each in charge of a resident instructor or school official, provide accommodations for 191 boys, as follows:

Abbot House for twenty, America House for fourteen, Blanchard House for five, Carter House for six, Cheever House for twelve, Churchill House for six, Clement House for fourteen, Coy House for four, Farrar House for eight, Frost House for four, Goodhue House for six, Greene House for thirteen, Hardy House for six, Jackson House for six, Merrill House for two, Park House for six, Pease House for eight, Salisbury House for twelve, Samaritan House for four, French House for five, Stowe House for five, Tilton House for two, Jewett Tucker House for seven, Woods House for three, Willis House for two, Williston House for four, Moody House for four and Cole House for three.

DORMITORIES

FOXCROFT HALL (1809), two entries for eleven boys each.

BARTLET HALL (1821), two entries for sixteen boys each.

DRAPER COTTAGE (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

PEMBERTON COTTAGE (1893), for ten boys. The gift of Melville C. Day, class of 1858.

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ANDOVER COTTAGE (1893), for twelve boys. The gift of friends in Andover.

EATON COTTAGE (1893), for eleven boys. The gift of Melville C. Day, class of 1858.

BANCROFT HALL (1900), three entries for ten boys each. The gift of Melville C. Day, class of 1858.

BISHOP HALL (1911), two entries for twenty-three boys each.

DAY HALL (1911), two entries for twenty-four boys each. The gift of Melville C. Day, class of 1858.

ADAMS HALL (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

TAYLOR HALL (1913), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

OSGOOD JOHNSON HALL (1922), two entries for eighteen boys each.

PAUL REVERE HALL (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

SAMUEL PHILLIPS HALL (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

PEARSON HALL (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

SAMUEL F. B. MORSE HALL (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph,

and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

GRAVES HALL (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it was remodelled in 1936 and is now a gymnasium for the younger boys.

GEORGE WASHINGTON HALL (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the morning assembly is often held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

THE COCHRAN CHURCH (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ.

BULFINCH HALL (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

OLIVER WENDELL HOLMES LIBRARY (1929), was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825. The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., Saturdays from 8 A.M. until 6 P.M., and Sundays from 2:30 P.M. until 9:45 P.M.

ADDISON GALLERY OF AMERICAN ART (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

BORDEN GYMNASIUM (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

CASE MEMORIAL BUILDING (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of $11\frac{1}{2}$ laps to the mile permit frequent indoor track meets.

THE COMMONS (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four

classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished. The kitchen and serving pantries are fully up-to-date in equipment.

ISHAM INFIRMARY (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

THE ANDOVER INN (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

THE ARCHAEOLOGY BUILDING (1903) was the gift of Mr. and Mrs. Robert Singleton Peabody. There are exhibits of the industrial life of the North American Indians, including dioramas of Indian villages in the Northeast and the Southwest. Important study material is stored in the building, which is open on weekdays from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. to 5 P.M. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

PEABODY HOUSE (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

MEMORIAL TOWER (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in World War 1. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

GROUND S

THE BROTHERS FIELD (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide six football fields, six baseball diamonds, six soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer and tennis.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, a third

to the memory of Thomas Cochran, of the class of 1890, and a fourth in memory of Elizabeth Goodhue Fuess. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

The Andover Summer Session will open on Wednesday, June 28th, and close on Wednesday, August 23rd, 1950. The Summer Session Catalogue will be available for distribution after February 1st. Requests for catalogues and inquiries about admission should be addressed to the Director of the Andover Summer Session, Andover, Massachusetts.

OLIVER WENDELL HOLMES LIBRARY

ARTHUR B. DARLING, Ph.D., *Director*

ELIZABETH EADES, A.B., S.B., *Assistant to the Director*

RUTH BROWN, A.B., *Cataloguer and Keeper of
the Forbes Vergiliana*

MRS. DOROTHY B. BLOOM, S.B., *Assistant Cataloguer*

VIRGINIA REMINGTON, *Secretary*

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are 70,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms,

studies, an exhibit hall, reference and reading rooms, all that goes to make a library complete.

This modern library began about 1906 with the collections of Archibald Freeman, instructor in history. By 1912 there were 5,000 books under the care of a librarian. The circulation amounted to four books a day; attendance averaged thirty-three. During the last year the largest daily circulation reached 182 with an estimated daily attendance close to 900. The Library is open to the community, but its major interest is naturally in the boys of the Academy. The Garver Room provides them with several thousand volumes of reference and study, with the adjoining stacks open to their use. There are tables, lights, and seats for a hundred. In the Freeman Room, with its open fire and easy chairs for twenty-five or thirty, there are available some two thousand books and magazines for the boys' enjoyment. The Library subscribes to or receives as gifts 133 periodicals and nine newspapers. The Poynter Room contains 364 books for little children in the neighborhood. Circulation during the past year from this collection amounted to 979.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 247 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; historical map of the Academy by Stuart Travis in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, *Director*

FREDERICK JOHNSON, *Curator*

ALFRED VINCENT KIDDER, *Research Associate in
Southwestern Archaeology*

MARIE E. CAREY, *Secretary*

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list which is available at the museum office.

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*

ANTOINETTE THIRAS, *Secretary and Registrar*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a fund for additional purchases.

It is the aim of the Addison Gallery to serve as a laboratory where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions. The museum building is fully equipped for exhibition and museum purposes.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and conducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including over one thousand items, is recognized as among the outstanding specialized collections in

the country. Smibert, West, Stuart, Allston, Morse, and Trumbull represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are several examples by Homer, Ryder, Eakins, Whistler, Sargent, Thayer, and Twachtman. The early part of the present century is shown in the work of Hassam, Metcalf, Brush, Davies, Prendergast, Bellows, and Henri. Recent acquisitions of contemporary paintings, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a permanent collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and silver of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

COLLEGES ADMITTING MEMBERS OF THE
CLASS OF 1949

<i>College</i>	<i>Number of Students</i>	<i>College</i>	<i>Number of Students</i>
Anherst	3	Northwestern	1
Brown	5	Oberlin	1
Carleton	1	Pennsylvania, University of	1
Catholic University of America	1	Princeton	23
Cark	1	Reed	1
Colorado, University of	1	Rensselaer	1
Columbia	2	Rice Institute	2
Cornell	13	St. Mary's	1
Dartmouth	15	Stanford	2
Florida, University of	1	Stevens Institute of Technology	1
Harvard	28	Swarthmore	1
Haverford	1	Tufts	4
Illinois, University of	1	United States Military Academy	3
Leaders' Institute, Jerusalem	1	Vanderbilt	1
Massachusetts Institute of Technology	2	Virginia, University of	3
Michigan, University of	1	William and Mary	1
Middlebury	2	Williams	8
Muhlenberg	1	Wisconsin, University of	1
New Hampshire, University of	1	Yale	68
North Carolina State College	1	Exchange Students in England	3
North Carolina, University of	1		
			<hr/> 211

REPRESENTATION

Massachusetts	178	Minnesota
New York	147	Wyoming
Connecticut	59	Arkansas
Pennsylvania	44	Iowa
New Jersey	33	Kentucky
Ohio	24	Mississippi
Illinois	23	Nevada
Missouri	15	Tennessee
New Hampshire	13	Oregon
Florida	11	Hawaii
California	11	Puerto Rico
North Carolina	10	Canada
Michigan	10	Mexico
Texas	9	France
Virginia	9	Bermuda
District of Columbia	9	Brazil
Georgia	8	China
Vermont	7	England
Rhode Island	7	Italy
Maine	7	Turkey
Louisiana	6	Cuba
West Virginia	6	Honduras C. A.
Washington	4	Germany
Wisconsin	4	Australia
Alabama	4	Colombia S. A.
Delaware	4	Siam
Indiana	4	Nicaragua
Maryland	4	Lebanon (Beirut)
Colorado	3	Chile
South Carolina	3	

STUDENTS 1949-1950

SENIORS

- | | |
|---|--|
| Abrams, George Saul
<i>Newton</i> | Booth, Charles Harrington
<i>Greensburg, Pa.</i> |
| Agee, Robert Cecil
<i>Scarsdale, N. Y.</i> | Botto, Donald Robert
<i>Hicksville, L. I., N. Y.</i> |
| Aiello, Lloyd Malugani
<i>Cambridge</i> | Brace, Richard Gould
<i>Charles River</i> |
| Allen, Robert Gray, Jr.
<i>Cohasset</i> | Brayton, Robert Gifford
<i>Fall River</i> |
| Almquist, John Arthur, Jr.
<i>Kennett Square, Pa.</i> | Brodhead, James Easton 3d
<i>Cincinnati, Ohio</i> |
| Arnold, John
<i>Boston</i> | Brooks, Philip Alanson
<i>Longmeadow</i> |
| Austin, Charles Ward
<i>Seattle, Wash.</i> | Brown, Donald Hague
<i>Ridgewood, N. J.</i> |
| Autio, Dudley Arne
<i>Hampton Beach, N. H.</i> | Brown, John Welburn, Jr.
<i>Louisville, Ky.</i> |
| Avery, John Scales
<i>Duxbury</i> | Brown, Timothy Manning
<i>Boston</i> |
| Bailey, William Russell
<i>Meriden, Conn.</i> | Burrell, Frederick Hunter
<i>Bedford Hills, N. Y.</i> |
| Ballard, Samuel Sloan
<i>Winnetka, Ill.</i> | Calcat, Pierre André
<i>Paris, France</i> |
| Beard, John Edwards
<i>Bridgeport, Conn.</i> | Capra, Frank Peter
<i>New Rochelle, N. Y.</i> |
| Beatty, George Wood
<i>Grosse Pointe Farms, Mich.</i> | Carroll, Robert David
<i>West New York, N. J.</i> |
| Beck, Robert Irving
<i>Binghamton, N. Y.</i> | Champion, Stevens
<i>Darien, Conn.</i> |
| Beilenson, Anthony Charles
<i>Mt. Vernon, N. Y.</i> | Chapin, Edward Whiting
<i>Longmeadow</i> |
| Bell, Bertrand Faugères, Jr.
<i>Loudonville, N. Y.</i> | Chaplin, James Crossan, 4th
<i>Sewickley, Pa.</i> |
| Bell, Richard Greenwood
<i>Rye, N. Y.</i> | Chase, Allen Keep
<i>Deerfield</i> |
| Biern, Robert Oscar
<i>Huntington, W. Va.</i> | Chase, Gordon
<i>Worcester</i> |
| Blum, Ralph, Jr.
<i>Beverly Hills, Calif.</i> | Chermayeff, Ivan
<i>Chicago, Ill.</i> |
| Boeth, Paul Richard Wells
<i>Jackson Heights, L. I., N. Y.</i> | Clifford, George Edward, Jr.
<i>Pittsburgh, Pa.</i> |
| Bonsall, Henry Haines, 3d
<i>Albany, N. Y.</i> | Cole, Andrew Thomas, Jr.
<i>Urbana, Ill.</i> |

PHILLIPS ACADEMY

- Coles, Douglas Terry
Bradford
 Collins, Daniel Joseph, Jr.
Haverhill
 Collins, Ferdinand Iglehart, Jr.
Bound Brook, N. J.
 Cornwell, Gibbons Gray, 3d
West Chester, Pa.
 Crozier, William Marshall
Englewood, N. J.
 Cumming, Edward Chandler
Davidson, N. C.
 d'Amonville, Emanuel d'Eynau
New York, N. Y.
 Dana, James Dwight, 3d
West Hartford, Conn.
 de Sibour, Jacques Blaise, Jr.
Washington, D. C.
 Dietz, Christian Gustav, Jr.
Winthrop
 Drake, William McClellan, Jr.
Elkart, Logan County, Ill.
 Duffy, James Henry
North Andover
 Eder, Richard Gray
Port Washington, L. I., N. Y.
 Elwell, Richard Derby, Jr.
Cedarhurst, L. I., N. Y.
 Epler, Palmer York, Jr.
Upper Nyack, N. Y.
 Epstein, Gerald Simeon
Haverhill
 Erdman, Calvin Pardee, Jr.
San Marino, Calif.
 Esmiol, Pattison
Colorado Springs, Colo.
 Ferguson, George Randolph, Jr.
West Bronxville, N. Y.
 Finkelstein, Thomas Learned
Hilltown, Bucks County, Pa.
 Finnegan, James Aloysius
New York, N. Y.
 Fish, Walter Hamilton
Stoneham
 Fisher, Howard Shreve, 3d
Greenwich, Conn.
 Flather, Charles
Andover
 Fletcher, James Benson, Jr.
Baton Rouge, La.
 Flynn, Peter Allan
Auburn, N. Y.
 Franklin, Curtis, Jr.
Mountain Lakes, N. J.
 Ganem, William Louis
Swampscott
 Gardere, George Pierre, Jr.
Dallas, Texas
 Gerney, Michael Bennett
New York, N. Y.
 Gifford, Richard Cammann
New York, N. Y.
 Goar, Robert Jefferson
Houston, Texas
 Goddard, Robert Whyte
Marblehead
 Gonzalez, Guillermo Enrique, Jr.
San Juan, Puerto Rico
 Good, Barry Campbell
New York, N. Y.
 Goodrich, Grant Gammeter
Milwaukee, Wis.
 Gordon, Charles Finberg
Lowell
 Gordon, Thomas Pascoe
Carnegie, Pa.
 Gordon, Walter Richard
Salem
 Goubert, Peter Anton
Englewood, N. J.
 Gray, Peter Le Breton
Wellesley Hills
 Greene, Alexander Grant
Syracuse, N. Y.
 Gross, Edward Bailey
Harrisburg, Pa.
 Hall, Andrew Martel
Nacogdoches, Texas
 Hammond, Gordon Leon
Hampton, N. H.
 Hanna, John Paul
Stanford University, Calif.
 Hardy, Peter Duryee
Manchester, Vt.
 Harris, Herbert Donald, Jr.
Chappaqua, N. Y.
 Harvey, Byron Schermerhorn, 3d
Chicago, Ill.
 Havelock, John Eric
Cambridge

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- endry, Neil Alexander
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 ennessey, James Thomas
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 errick, John Wilton
Topsfield
 iggins, Haydn
Andover
 ill, Richard Harvey
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 ille, Henry Morrison, Jr.
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 illis, John Bussey
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 irsch, Barron Miles D.
Norwood
 irsch, John Butler
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 lobbie, Edward Henshaw
South Deerfield
 lomet, Roland Stevens, Jr.
Scarborough, N. Y.
 loughton, Hayward Sanderson
South Acton
 lowerton, Robert Dunn
Charlotte, N. C.
 lubbell, Peter Betts
St. Louis, Mo.
 hunt, Thomas Russell, Jr.
Kansas City, Mo.
 ussey, Gorham Wood
Presque Isle, Maine
 acoby, George Alonzo, Jr.
Grosse Pointe, Mich.
 ohnson, Edward Alfred, Jr.
Stoughton
 ohnson, Howard Brennan
Providence, R. I.
 ones, Walter Leland
La Grange, Ill.
 oyce, Stephen James
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 Kaiser, Bruce Arthur
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 Keefe, Thomas John, Jr.
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 Keyes, Eben Wight, 2d
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 Killough, Walton Barr, 2d
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 King, William Fuller, Jr.
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 Kingsley, Daniel Thain
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 Kitchel, Robert Hankee
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 Knight, Carlton Edward, Jr.
Brockton
 Kohler, John August, Jr.
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 Kohler, Walter Jodak, 3d
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 Kopperl, Paul Burger
Short Hills, N. J.
 Kozol, Lee Hyam
Brookline
 Lange, William Montgomery
Chippewa Falls, Wis.
 Langie, Eugene Burns
Rochester, N. Y.
 Letkemann, Herkus Winrich V., 2d
Swampscott
 Levenson, Daniel David
Brookline
 Levitt, William Jaird, Jr.
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 Li, John Kung-hsien
Ankara, Turkey
 Lincoln, John Crafts
Montpelier, Vt.
 Linehan, David Chase
Hammondsport, N. Y.
 Logan, Frank Granger, 2d
Great Barrington
 Lombardi, Francis Thomas
Syracuse, N. Y.
 Lyddon, Paul William, Jr.
Rochester, N. Y.
 MacCallum, Spencer Heath
New York, N. Y.
 McDonald, James Kenneth
Alexandria, Va.
 McKeon, Patrick Joseph, Jr.
Wilkes Barre, Pa.
 McKim, William Huston
Sea Island, Ga.

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- Mack, John Erick, Jr.
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- Malcolm, Miller Day
Richmond, Ind.
- Marden, John Alexander Rutherford
Concord
- Marston, Donn William Richard
Rye, N. Y.
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- Martin, Kenneth Adams
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- Martin, Robert Alan
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- Matthews, Norman Stuart
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- Meyer, Frank Rogerson
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- Miller, James Clare, 2d
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Squantum
- Moran, Edward Glancy
Norwich, Conn.
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- Mulvey, Donald Joseph
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- Murray, Irvin Gillis
Simsbury, Conn.
- Neelands, Peter Grant
Sands Point, L. I., N. Y.
- Neville, Richard Gregg
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- Nowaczek, Edward Jonathan
Kingston, N. Y.
- Offenbacher, William Philip
Shaker Heights, Ohio
- Palmer, James Mahlon
Drexel Hill, Pa.
- Parker, Ronald Edward
Marblehead
- Pasalodos, Damaso José Miguel
Havana, Cuba
- Pausley, Alexander, Jr.
Providence, R. I.
- Payson, Michael Hunter
Portland, Maine
- Penick, Sydnor Barksdale, 3d
Montclair, N. J.
- Perez, Giovi
Springfield
- Perry, Jerry Linder
Nocona, Texas
- Petchel, George Thomas
Upper Darby, Pa.
- Pierce, George Whitwell, Jr.
Bethlehem, Pa.
- Pingree, David Edwin
Andover
- Platt, Charles Adams, 2d
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- Pond, Geoffrey
Darien, Conn.
- Porder, Michael Steven
Brookline
- Pratt, John Clark
Ridgefield, Conn.
- Pruitt, Raymond Andrew
Chicago, Ill.
- Purdy, Strother Beeson, Jr.
Purdy's, N. Y.
- Putnam, Nelson Butler
Barre, Vt.
- Quinn, Edward Leigh
Belmont
- Reese, Peter Arnold Karthaus
Wilmington, Del.
- Reynolds, Charles Dewey Hilles
Pittsfield
- Rhuland, Frank Alfred, Jr.
Belfast, Maine
- Riker, Richard John
Rumson, N. J.
- Roberts, John Wallace
Stamford, Conn.
- Rogers, Robert Glover
Rutland, Vt.
- Rohrbough, Malcolm Justin
Cambridge
- Rose, John Evans, Jr.
Sewickley, Pa.

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- oss, Richard Alan
Elmira, N. Y.
 owland, Edward Searles
Methuen
 ubeor, Russell George
Hinsdale, N. H.
 agebiel, James Lambert, Jr.
Dayton, Ohio
 alkeld, Robert John
Hillsdale, N. J.
 andzén, Sigurd Carl, Jr.
Mamaroneck, N. Y.
 chauffler, Jerry Wilson Perry
Pelham Manor, N. Y.
 chaum, Rounsevelle Wildman
Pasadena, Calif.
 chemmer, Benjamin Franklin
New York, N. Y.
 chrager, Michael
Chicago, Ill.
 chuyler, Philip Van Rensselaer
Fort Myer, Va.
 eifer, David
East Orange, N. J.
 hambaugh, Philip Wells
New York, N. Y.
 hepard, Gardner Dudley
West Newton
 herry, John Ernest Horwath
New York, N. Y.
 ides, Winfield Michael, Jr.
Andover
 imonton, Robert Bennet
Cazenovia, N. Y.
 keirik, Lewis
Lawrence
 mith, Edward Hartley
Marblehead
 mith, Ernest Thomas, 3d
Claremont, N. H.
 ourian, Peter
New York, N. Y.
 pringer, Thomas Edgar
Fairmont, W. Va.
 tamas, Théodore Anastasios
Lowell
 tarke, Rodman David
Durham, N. H.
 tears, James Pierce, Jr.
Chagrin Falls, Ohio
 Steinberg, Marvin Edward
Highland Park, N. J.
 Stern, Albert
Larchmont, N. Y.
 Stewart, Hercules Dorn, Jr.
Lancaster, Pa.
 Stone, Allan Barry
Purchase, N. Y.
 Strack, Heinrich Burkhard
Bavaria, Germany
 Suisman, Richard
West Hartford, Conn.
 Sykes, Zenas Monroe, Jr.
Atlanta, Ga.
 Tate, Thomas Shanks
Louisville, Ky.
 Taylor, George Chadbourne, 3d
Kirkwood, Mo.
 Terry, Whitelaw Todd, Jr.
St. Louis, Mo.
 Thornton, Edmund Braxton
Ottawa, Ill.
 Tilley, William Jesse, Jr.
Bristol, Tenn.
 Todd, Robert Charles, Jr.
Pittsburgh, Pa.
 Tomes, Alexander Hadden, Jr.
Tuxedo Park, N. Y.
 Toole, Allan Lawrence
Scarsdale, N. Y.
 Urnes, Paul David
Michigan City, Ind.
 Valentine, Bruce O.
Denver, Colo.
 Van Cleve, Robert Baldwin
Moberly, Mo.
 Walker, John Warren
Newark, N. Y.
 Ward, Arthur Boyd
Darien, Conn.
 Warden, Maxwell Rinehardt, Jr.
Fairfield, Conn.
 Waring, Philip Brooks
Melrose
 Washburn, Kenneth Grimes
Great Neck, L. I., N. Y.
 Watson, William Braasch
Carnegie, Pa.
 Weaver, Edwin Snell
Andover

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Webb, George Henry, Jr.
Oradell, N. J.
 Wentworth, Eric
Chicago, Ill.
 Weymouth, Clark, Jr.
Winnetka, Ill.
 Whinston, John Simon
Mount Vernon, N. Y.
 White, Roy Christopher Anthony
Surrey, England
 Wicks, Roger Beaumont
Northport, Ala.
 Wight, Daniel Ewing, Jr.
Frederick, Md.
 Williams, Ian Murray
North Adelaide, South Australia

Winslow, Burnside, Jr.
New Haven, Conn.
 Witherwax, Winfield Scott, Jr.
Naugatuck, Conn.
 Wood, Charles Amos, Jr.
Syracuse, N. Y.
 Woodbury, Thomas Hettinger
Kansas City, Mo.
 Woodhouse, Caleb Randall
Weston
 Wright, William Bleecker, Jr.
Deeth, Nevada
 Yost, Dudley DuRoss
Lakewood, Ohio

Seniors—257

UPPER MIDDLE

Abroms, Gene Mayer
Dermott, Ark.
 Acker, Peter Halbert
Shaker Heights, Ohio
 Ackerson, Edmund Edwards
Washington, D. C.
 Adkins, Douglas Lee
New York, N. Y.
 Adkins, Winthrop Ross
New York, N. Y.
 Alexander, Arthur Stirling
Washington, D. C.
 Allenby, Norman Richard
Falmouth
 Anderson, Edward Everett
Durham, N. C.
 Anderson, John Timothy
Bemus Point, N. Y.
 Angelis, George Van
Worcester
 Ansin, Ronald Marvin
Miami Beach, Fla.
 Ayscue, Edwin Osborne, Jr.
Monroe, N. C.
 Bachner, Robert Lawrence
New York, N. Y.
 Bailey, Stephen Davis
Gilbertsville, N. Y.
 Baldwin, Peter Arthur
Andover

Bartlett, Joseph Warren, 2d
Dedham
 Barton, Robert Joyce
Pasadena, Calif.
 Beardsley, Robert Buchanan
Elkhart, Ind.
 Behan, Robert Francis
New Haven, Conn.
 Behringer, Blair Rice
Jackson Heights, L. I., N. Y.
 Berkowitz, Harry William
Woodstock, N. Y.
 Bernardin, George Flynn
Andover
 Booth, Stephen Walter
New Milford, Conn.
 Born, Dirck Ten Broeck
Cambridge
 Bradley, Charles Alexander, 3d
Corning, N. Y.
 Bradley, John Anthony Kershaw
Greenwich, Conn.
 Bradley, William Edward
Corning, N. Y.
 Brelsford, Robert Gordon
Tyler, Texas
 Brennan, Edward John
Amsterdam, N. Y.
 Brodeur, David Dallin
Arlington Heights

PHILLIPS ACADEMY

- own, Roland Russell
Washington, D. C.
- rgess, Robert William
Shrewsbury
- rton, Robert Ward
Lawrence
- ington, Homer Morrison, 3d
Rome, Italy
- ndee, Mark Chunn, Jr.
Greenwich, Conn.
- rey, Edward John, Jr.
Andover
- istle, John Whitcomb
Sandwich, Ill.
- ark, Selden White
Deerfield, Ill.
- oud, John Moorhead
Englewood, N. J.
- obb, John Wyman
Portland, Maine
- ooke, William Latimer, Jr.
Charleston, W. Va.
- raig, Albert Douglas Price
Elmira, N. Y.
- rowth, William Edward, Jr.
Fall River
- urtis, Chase Scully
Clinton, Iowa
- uthertson, Robert John
Greenwich, Conn.
- utting, Lloyd Wilfred, Jr.
Southport, Conn.
- avenport, Franklin John
Newton Centre
- avis, Mayes Smith, Jr.
Salisbury, Conn.
- eCordova, Peter
Poughkeepsie, N. Y.
- eLaHunta, Alexander
Concord, N. H.
- enison, John Hopkins, 3d
Big Horn, Wyoming
- ibbins, Albert William
Melrose
- oak, James Henry, Jr.
Meriden, Conn.
- oran, Robert Wren
Wellesley Hills
- ouglas, Robert Gordon, Jr.
Pelham Manor, N. Y.
- Duerr, Hans Wolfgang
Binghamton, N. Y.
- Duffy, William Bernard, Jr.
North Andover
- du Pont, Anthony Averell
Wilmington, Del.
- Eckert, Robert Kreider
Mount Gretna, Pa.
- Emerick, Bruce Barrett
Andover
- Esguerra, Fernando
Bogota, Colombia, S. A.
- Everett, Donald Fales
Norwood
- Falvey, Donald, Jr.
Swampscott
- Featherman, Leland
Elmira, N. Y.
- Findlay, Charles Noyes
Huntington, N. Y.
- Fishman, Michael Elihu
New Haven, Conn.
- Flanders, James William, Jr.
Meriden, Conn.
- Franz, Philip Fulton
Akron, Ohio
- Freeman, Richard Greenwood, Jr.
New Rochelle, N. Y.
- Friedmann, Hugh Christian
Hawthorne, N. J.
- Funkhouser, James Claggett
Durham, N. H.
- Gilbert, Roger, Jr.
Greenwich, Conn.
- Gilland, Wilmot Gibbes
Rochester, N. Y.
- Gillespie, Gerald Ernest Paul
East Cleveland, Ohio
- Gilmour, Francis Courtland Raoul
Paget, Bermuda
- Goffart, Walter Andre
New York, N. Y.
- Goodman, Morris Franklin
Miami Beach, Fla.
- Goodman, William Ernest, 4th
Philadelphia, Pa.
- Goodnow, John Maker, Jr.
Greenbush
- Graham, Douglas Hume
Erie, Pa.

PHILLIPS ACADEMY

- Griffin, Walter Augustine, Jr.
Lawrence
- Grossmann, John Rudolph
Montreal, Canada
- Handley, Lawrence Merkel
Chappaqua, N. Y.
- Hare, Hugh Gerald
West Newton
- Hartwick, Richard John
Bridgeport, Conn.
- Hayes, Sewell Staples
Melrose
- Higgins, Harold Palmer
Norwich, Conn.
- Hitchcock, Bryan
Waterbury, Conn.
- Horowitz, Paul Sumner
Brockton
- Houk, John Talbott, Jr.
Sea Island, Ga.
- Howard, John Franklyn
Winter Haven, Fla.
- Howerton, Philip Thomas
Charlotte, N. C.
- Hoyt, Franklin Sherman, 2d
Auburndale
- Hueber, Noel Richard
Syracuse, N. Y.
- Ingersoll, John Campbell, Jr.
Halesite, N. Y.
- Jackson, Robert Davis, Jr.
Ridgefield, Conn.
- Jessup, Robert Burnham
Cynwyd, Pa.
- Johnston, Oswald Leon, Jr.
New York, N. Y.
- Jones, Leonard Lucius Maro
Andover
- Kaledin, B. Eugene
Long Island City, L. I., N. Y.
- Kapelson, Richard Allan
Methuen
- Keith, Robert
Kansas City, Mo.
- Kelsey, Irving John
Perth Amboy, N. J.
- Kern, Donald Ellsworth
Ottsville, Pa.
- Kimball, Frederic Menner
St. Louis, Mo.
- Kimball, Robert Scott, 3d
Reno, Nev.
- Kipka, Robert Edward
Cleveland Heights, Ohio
- Koch, Albin Cooper
Sewickley, Pa.
- Kostick, Milton James
East Lynn
- Kreulen, Roelof Anton, Jr.
New York, N. Y.
- Larsen, Robert George
Newton
- Lasley, Jerry Kingsley
Flemington, N. J.
- Lee, William Ming-Sing
Hongkong, China
- Lee-Isranukul, Prinya
Bangkok, Siam
- Levey, Raphael Hertz
Princeton, N. J.
- Lish, Gordon J.
Lawrence, L. I., N. Y.
- Loberg, Paul Wellington
Jacksonville, N. Y.
- Logan, Francis Matthew, Jr.
Lawrence
- LoPresti, Alfred Edmond, Jr.
Winthrop
- Lynch, Hubbard, Jr.
Fairfield, Conn.
- MacAskill, Everett, Jr.
Andover
- McCarthy, James Peter
Port Washington, L. I., N. Y.
- McColm, Douglas Woodruff
Westport, Conn.
- Mancini, Joseph Philip, Jr.
Malden
- Manheimer, William Arthur
Chicago, Ill.
- Marcus, Robert Alan
New York, N. Y.
- Martin, Harry Frank, Jr.
Marblehead
- Maxwell, Philip Patrick, Jr.
Honolulu, T. H.
- Mayer, Frank Dewey, Jr.
Chicago, Ill.
- Mayer, Worthington Scranton
Dalton, Pa.

PHILLIPS ACADEMY

rrick, Robert Leighton
Greenville, S. C.
 e, Albert Gerhard
Arlington, Va.
 wbray, Louis Kempe
Smith's Parish, Bermuda
 , Edward Victor
Ontario, Canada
 gus, Sidney Stevens, Jr.
Richmond, Va.
 well, John Osgood, Jr.
New York, N. Y.
 den, John Boyd, Jr.
Columbus, Ohio
 nstead, George Edward, Jr.
Longmeadow
 ssinen, Antero Toimi
Tuxedo Park, N. Y.
 tes, James Johnson, Jr.
Northport, L. I., N. Y.
 terson, Donald Marvin
Lakewood, N. Y.
 ttus, Thomas Wright, Jr.
St. Louis, Mo.
 el, Mark
New York, N. Y.
 aisted, Edward Endicott
Methuen
 ews, John Harry Rice
Edgewater, Md.
 tter, Paul Himmelsbach
Buffalo, N. Y.
 tney, Robert Emerson, Jr.
Rydal, Pa.
 uackenbush, Paul Henry 2d
Herkimer, N. Y.
 uainton, Anthony Cecil Eden
Seattle, Wash.
 aine, Ashby Kendall
Richmond, Va.
 eed, Nathaniel
Dedham
 egan, Thomas Joseph
Merrick, L. I., N. Y.
 eno, Lawrence Richard
Denver, Colo.
 ichmond, Clinton Quackenbush, 2d
Jaffrey, N. H.
 ider, George Salkeld King
Brightwater, L. I., N. Y.

Roberts, Barry Christie
Montclair, N. J.
 Rush, Lockwood
Paoli, Pa.
 Ryder, Robert Daly
Hamden, Conn.
 Schanze, Jean Ward
Columbia, S. C.
 Scheiwe, John Paul
Glen Rock, N. J.
 Schultz, Jordan Marsh
Chapel Hill, N. C.
 Sengelmann, Juergen
Managua, Nicaragua, C. A.
 Sengelmann, Klaus
Managua, Nicaragua, C. A.
 Shoffner, Ralph Merl
Kittanning, Pa.
 Simpich, Frederick, 3d
Honolulu, T. H.
 Smith, James Moore, Jr.
Cincinnati, Ohio
 Smith, Peter Read
Barneveld, N. Y.
 Spruance, Preston Lea, Jr.
Greenville, Dela.
 Stengel, Robert Miller
Buffalo, N. Y.
 Stern, Peter Albert
Andover
 Stewart, George Clark
Pasadena, Calif.
 Stoddart, George Anderson
Oyster Bay, L. I., N. Y.
 Strzetelski, George Tadeush
New York, N. Y.
 Sutherland, Robert Bruce
Port Washington, L. I., N. Y.
 Sutton, Thomas Dwight
Sewickley, Pa.
 Sylvester, Charles Thomas
Newport, R. I.
 Taylor, John Madison
New York, N. Y.
 Taylor, Reuben W., Jr.
Chihuahua, Chih, Mexico
 Tenney, James Milton
Ingram, Texas
 Thatcher, Morris Llewellyn
Englewood, N. J.

PHILLIPS ACADEMY

Thielens, Alexis Ollier <i>Tuscaloosa, Ala.</i>	Vance, Richard Claybourne <i>St. Louis, Mo.</i>
Thompson, John Chesney <i>St. Joseph, Mo.</i>	Ward, Thomas Raymond <i>Rochester, N. Y.</i>
Thompson, Robert Farris, Jr. <i>El Paso, Texas</i>	Webster, Robert Kenly <i>Englewood, N. J.</i>
Thorndike, William Nicholas <i>Chestnut Hill</i>	Weicker, Frederick Ernest, Jr. <i>Durango, Mexico</i>
Townsend, Charles Hitchcock <i>Washington, D. C.</i>	West, David Armstrong <i>Beirut, Lebanon</i>
Tuck, Andrew Edward, 4th <i>Syracuse, N. Y.</i>	Winston, John Bruder <i>New York, N. Y.</i>
Twomey, John Spillane, Jr. <i>Pelham, N. Y.</i>	Work, John David <i>Parkersburg, W. Va.</i>
Ullman, James Ramsey, Jr. <i>New York, N. Y.</i>	Wright, Thomas Wilson <i>Fergus Falls, Minn.</i>
Ullman, Richard Henry <i>San Antonio, Texas</i>	Yatsu, Frank Michio <i>Cleveland, Ohio</i>
Upton, John Hulme <i>Ann Arbor, Mich.</i>	Youman, Alfred Eliot <i>New York, N. Y.</i>
Van Alstyne, William Beekman, 3d <i>Montreal West, Canada</i>	Yungblut, Gibson Roessler <i>Cincinnati, Ohio</i>
	Upper Middlers—202

LOWER MIDDLELERS

Adams, Peter Warne <i>Greenwich, Conn.</i>	Braun, Stuart Lee <i>Pikesville, Md.</i>
Alberts, Dellson Shalit <i>Brookline</i>	Bridges, Glenn Jackson, Jr. <i>Atlanta, Ga.</i>
Anderson, Robert Davis <i>Welland, Ontario, Canada</i>	Brittin, Geoffrey Mellor <i>Auburn, Ala.</i>
Armstrong, Noel, Jr. <i>Greenwich, Conn.</i>	Bromberg, Myron James <i>Passaic, N. J.</i>
Baker, James Estes <i>Baltimore, Md.</i>	Brown, Charles Sidney <i>St. Louis, Mo.</i>
Barnes, Gordon Donald <i>Poughkeepsie, N. Y.</i>	Bullen, Pierce Kendall <i>Gainesville, Fla.</i>
Bay, Eugene Albert, Jr. <i>Flushing, L. I., N. Y.</i>	Carter, James Coolidge, Jr. <i>Pasadena, Calif.</i>
Beebe, Hugh Grenville <i>Falls Church, Va.</i>	Chamberlain, Eugene Charles, Jr. <i>Fort Lauderdale, Fla.</i>
Berlack, Evan Raden <i>Ossining, N. Y.</i>	Cooper, Henry Spotswood Fenimore <i>New York, N. Y.</i>
Bodman, John Oramel <i>Winchester</i>	Corbin, Neal Harrison <i>Chester, Conn.</i>
Brace, Lloyd DeWitt, Jr. <i>Charles River</i>	Cotton, Richard Barclay <i>Natick</i>

PHILLIPS ACADEMY

- rehore, Joseph Frederick
Wenham
 rosby, William Edgar, 3d
Brookline
 urtis, Harry Joseph, Jr.
Exton, Pa.
 avis, George Washington, 3d
Bessemer, Ala.
 ean, Edward Paige, Jr.
Andover
 eCamp, Joseph Graydon
Cincinnati, Ohio
 eMereil, Richard Noel
Scarsdale, N. Y.
 eVoe, Lawrence Harkness
New York, N. Y.
 insmoor, John Carpenter, Jr.
Boston
 onegan, Denis Peter
Farmingdale, N. Y.
 ubon, Luis Eugenio, Jr.
Santurce, Puerto Rico
 upont, Joseph Cyrille, 3d
New Orleans, La.
 yke, Peter Donaldson
Santiago, Chile
 ld, Peter Fuller
Far Hills, N. J.
 llison, Arthur Berry
Swampscott
 lson, Edward Elliott
Norfolk, Va.
 aigel, Harris Cantor
Lawrence
 ajardo, Ricardo Liévano
Bogota, Colombia
 arrar, Lloyd Philip
Newmarket, N. H.
 awcett, Frank Conger
Newton
 ilides, Michael Charles
Concord, N. H.
 innie, Bruce
East Cleveland, Ohio
 isher, Louis Antony
Bradford, Pa.
 isher, Robert Greeff
New York, N. Y.
 lather, Charles Randolph
Providence, R. I.
 Foote, Ray Palmer, Jr.
Englewood, N. J.
 Fortmiller, Hubert Clare, Jr.
Brookline
 Freedlender, Arthur Elliott
Haverhill
 Ganem, Alan Joseph
Swampscott
 Gates, Edward Leigh, Jr.
Manchester
 Georgiew, Stefan
Bethlehem, Pa.
 Gitter, Dean Lawrence
Malden
 Goodspeed, Robert Crampton
Grand Rapids, Mich.
 Gordon, Donald Anderson
Norwell
 Gordon, Robert Frederick
Lowell
 Guthrie, Robert Larason
Fair Haven, N. J.
 Haight, Courtenay Hoge
Stamford, Conn.
 Hammond, Dennis McCall
Minneapolis, Minn.
 Hammons, James Hutchinson
Noroton, Conn.
 Harshman, Warren Blair
Mariemont, Ohio
 Hayne, Paul 3d
Fort McPherson, Ga.
 Hebard, John Brigham
Salem
 Henderson, Frederick John
Winter Haven, Fla.
 Henderson, Graeme Wearn
Charlotte, N. C.
 Hinkson, Roger Leo, Jr.
Hempstead, L. I., N. Y.
 Holt, Hamilton Bowen, 2d
Hampton, Conn.
 Horn, John Fraser, 2d
New York, N. Y.
 Howell, Charles Morgan, 3d
Kansas City, Mo.
 Hurley, Edmund Michael
Brookline
 Hutchins, Warren Clifton
Camden, S. C.

PHILLIPS ACADEMY

- Jackson, Benjamin Schuyler
New Hope, Pa.
 James, Warner Thompson
Brooklyn, N. Y.
 Jameson, Paul Walter
Salem
 Jensen, Thomas Evans
Bethlehem, Pa.
 Johnstone, Duane Clark
Grafton
 Jones, David Mattern
Tyrone, Pa.
 Kalil, Charles Jeffrey
Lawrence
 Keith, John Ingalls
Kansas City, Mo.
 Kern, James Austin
Leonia, N. J.
 King, Charles Bowler, Jr.
Washington, D. C.
 Kirkham, Walter Rich
Cleveland, Ohio
 Kohler, Peter Galt
Kohler, Wis.
 Lane, Frederick Hall, 4th
Oakham
 Langmuir, Donald
Nashua, N. H.
 Lanouette, Joseph Edward Adolph
São Paulo, Brazil
 Leete, Robert Burnap
Longmeadow
 LeFavour, Bruce
Amsterdam, N. Y.
 Lewis, Edwin Francis, Jr.
Andover
 Li, James Kung-Wei
Ankara, Turkey
 Luhrmann, George William, Jr.
Cedar Brook, N. J.
 Lundborg, Walfrid Gustaf, Jr.
West Hartford, Conn.
 McCarthy, Laurence James
Watertown
 McCoy, William Daniel, Jr.
Waban
 MacDonald, Stuart Graeme
Weston, Vi.
 McGregor, Douglas, Jr.
Anderson, Ind.
 MacKown, Craig
West Hartford, Conn.
 McLaughlin, Charles Edward
Reading
 Majewski, Andrew Kazimier
New York, N. Y.
 Markert, Robert Henry
Andover
 Milburn, Robert Ernest
Charlotte, N. C.
 Miller, Daniel LeRoy
Erie, Pa.
 Nichols, Clark Jefferson
Weirs, N. H.
 Noyes, Frederick Charles, Jr.
Rumford, R. I.
 Oakes, Abner
Shawinigan Falls, Quebec
 Overturf, H. Jordan, Jr.
Evanston, Ill.
 Page, Robert Thomas
Cleveland Heights, Ohio
 Payne, Leland Howard
Rowayton, Conn.
 Pitts, Edward Parker
Red Bank, N. J.
 Poorvu, William James
Brookline
 Potter, Anthony Ross
Darien, Conn.
 Pulfer, Hal Woodin
Evanston, Ill.
 Purnell, Karl Howard
Mifflinburg, Pa.
 Quartarone, Samuel Frederick
Lawrence
 Reeves, William, Jr.
Southport, Conn.
 Rider, Kenneth Graham Salkeld
Brightwaters, L. I., N. Y.
 Rockwood, George Ichabod, Jr.
Worcester
 Rosebaum, John Robert
Fort Benning, Ga.
 Ross, Joseph
Pittsburgh, Pa.
 Sagebiel, Richard Wallace
Dayton, Ohio
 Samaschin, James Matthew
New York, N. Y.

PHILLIPS ACADEMY

- | | |
|--|---|
| <p> anders, Stewart
 <i>Wellesley Hills</i>
 awyer, Paul Winslow
 <i>Saugus</i>
 chine, Charles Richard
 <i>Gloversville, N. Y.</i>
 chulze, Charles Robert
 <i>Brookneal, Va.</i>
 cott, William Clement, 3d
 <i>Newburgh, N. Y.</i>
 cragg, George Henry, Jr.
 <i>Shaker Heights, Ohio</i>
 eelye, William Dean
 <i>Seattle, Wash.</i>
 eil, Frederick John
 <i>Cleveland, Ohio</i>
 elig, Edward Isaac
 <i>Leominster</i>
 haw, Herbert Weller, Jr.
 <i>Richmond Hill, L. I., N. Y.</i>
 human, Stanley
 <i>Brookline</i>
 imecek, Steve
 <i>Cleveland, Ohio</i>
 mith, Lewis Adams
 <i>Concord</i>
 mith, Winthrop Noel
 <i>Portland, Maine</i>
 tarkweather, John Vincent
 <i>Madison, Conn.</i>
 tevens, William Beasom, Jr.
 <i>Loudonville, N. Y.</i>
 tillman, Charles Latimer, Jr.
 <i>New York, N. Y.</i>
 tockwell, John Frederick
 <i>Hamilton</i> </p> | <p> Stone, S. Robert, Jr.
 <i>Brookline</i>
 Stone, William Addison, Jr.
 <i>Kalamazoo, Mich.</i>
 Strauss, Lawrence Albert
 <i>Stamford, Conn.</i>
 Stuart, Ralph Endicott, Jr.
 <i>Osterville</i>
 Swinton, Neil Williams, Jr.
 <i>Waban</i>
 Talcott, James Hart
 <i>Litchfield, Conn.</i>
 Tyler, Edward Judson, 3d
 <i>Highgate Springs, Vt.</i>
 Tyson, Michael Mark
 <i>Falls Village, Conn.</i>
 Van Buren, William
 <i>Scarsdale, N. Y.</i>
 Vodrey, Thompson Kelly
 <i>Canton, Ohio</i>
 Warr, William Bruce
 <i>Cranston, R. I.</i>
 Weaver, Harold Dodson, Jr.
 <i>Dover, Del.</i>
 Weihe, Dean Vernon
 <i>Arlington, Va.</i>
 Wennik, Joseph Belleau
 <i>Andover</i>
 Wheeling, Thomas McGrew
 <i>Windber, Pa.</i>
 Williams, Douglas Maclin
 <i>Amherst</i>
 Willson, John Harris
 <i>Minneapolis, Minn.</i> </p> |
|--|---|
- Lower Middlers—157

JUNIORS

- | | |
|--|--|
| <p> Alexander, Walter
 <i>Aurora, Ill.</i>
 Anderson, Robert Palmer, Jr.
 <i>Noank, Conn.</i>
 Ansin, Edmund Newton
 <i>Miami Beach, Fla.</i>
 Barber, Anthony Victor, Jr.
 <i>Hewlett, L. I., N. Y.</i>
 Bixby, George Henry, 3d
 <i>Haverhill</i> </p> | <p> Bradley, Robert Louis
 <i>Lawrence</i>
 Bride, William Thomas, Jr.
 <i>Andover</i>
 Brockelman, Anton Henry, Jr.
 <i>Worcester</i>
 Brockelman, Paul Taylor
 <i>Worcester</i>
 Burnett, Thomas Arthur
 <i>Andover</i> </p> |
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PHILLIPS ACADEMY

- Cannon, Joseph Styer
Chicago, Ill.
- Capra, Peter Michael
New Rochelle, N. Y.
- Caster, Daniel Leslie
Shreveport, La.
- Cestero, Rafael V. M., Jr.
Santurce, Puerto Rico
- Chapman, Michael Crawford
Sherborn
- Chermayeff, Peter
Chicago, Ill.
- Cotton, Simeon Henry, Jr.
Charlotte, N. C.
- Daley, Leo Hayden
Andover
- Davis, Joel
East Rochester, N. Y.
- Dickinson, Nathaniel
Seattle, Wash.
- Donald, Robert Tasker, Jr.
Tegucigalpa, Honduras, C. A.
- Donovan, John McCormick
Lawrence
- Draper, Thomas Fling, Jr.
Canton
- Duvoisin, Peter Marc
Clearwater Beach, Fla.
- Eliassen, John David
Bethany, W. Va.
- Elwell, David Henry
Cedarhurst, L. I., N. Y.
- Fletcher, Robert Church
Baton Rouge, La.
- Gale, James Lyman
Andover
- Gamble, Theodore Roosevelt, Jr.
Greenwich, Conn.
- Gaskin, Michael Anthony
Grosse Pointe Woods, Mich.
- Geilich, Evan Miller
Chestnut Hill
- Girdler, Reynolds, Jr.
Old Greenwich, Conn.
- Glazerman, Michael Jay
Andover
- Golden, John Richard
Medford
- Gonzalez, Ricardo Alberto
San Juan, Puerto Rico
- Goss, Eliot Porter
Waterbury, Conn.
- Greene, Lancaster Bradford
New York, N. Y.
- Guggenheim, Frederick Gibson
Washington, D. C.
- Harpel, Peter Cahners
Bangor, Maine
- Hartshorne, Thomas Llewellyn
Detroit, Mich.
- Hatch, Alden Denison
Cedarhurst, L. I., N. Y.
- Hawkins, Stephen
Washington, D. C.
- Hay, Parks Lee, 3d
Macon, Ga.
- Hearin, Dick Huntington
Baton Rouge, La.
- Heimer, Randers Halvard
Amityville, L. I., N. Y.
- Hess, David Peter Frederick
Boston
- Higgins, James Laurence
Andover
- Hogan, William Beecher Fonda
Andover
- Hosch, John Harrison, 3d
Old Greenwich, Conn.
- Janssen, Thomas Bennett
Bronxville, N. Y.
- Janssen, Webster Elliot
Bronxville, N. Y.
- Kaufmann, Frederick William, 3d
New York, N. Y.
- Kimball, Chester Frayer, Jr.
Baton Rouge, La.
- Korschun, Alan Miller
Goldsboro, N. C.
- Lamontagne, Raymond Albert
Manchester, N. H.
- Lankow, Richard Allen
Forest Hills, N. Y.
- Laud, John
Brooklyn, N. Y.
- Linehan, Michael Donald
Hammondsport, N. Y.
- Loberg, Harry Johnson
Jacksonville, N. Y.
- Lord, Alan Barker
Tuckahoe, N. Y.

PHILLIPS ACADEMY

- ejoy, Bradford
Greens Farms, Conn.
 Lellan, Allister Matheson, Jr.
Elham, N. Y.
 es, Robert Adamson, Jr.
Phoenixville, Pa.
 honey, Robert Taylor
Vorcester
 son, John Lawrence H., Jr.
Pulaski, N. Y.
 sics, Joseph Callender
Lebanon, Pa.
 chell, Philip Bates
Tafford Springs, Conn.
 l, Arthur
Johokus, N. J.
 asteen, Robert Louis
Haverhill
 herr, Fritz, Jr.
North Andover
 erson, David Seccomb
New York, N. Y.
 etreau, Robert Halsey, Jr.
Patchogue, N. Y.
 rry, Ernest Joseph, Jr.
Lawrence
 elps, Harl Sumner, Jr.
Pasadena, Calif.
 inier, John, Jr.
Short Hills, N. J.
 oles, Robert Earle
Lawrence
 ppy, John Hugo
Landenburg, Pa.
 ice, Robert Barber, Jr.
Charleston, W. Va.
 tnam, William Frank
Fort Smith, Ark.
 uint, Stephen Mark
Andover
 atté, John Edward
Lawrence
 ay, Charles
Westerly, R. I.
 edman, Charles Dana
Braintree
 egan, David Vincent
Lawrence
 indel, George John, 3d
Detroit, Mich.
 Ridgway, William Combs, 3d
Short Hills, N. J.
 Riggs, Henry Earle, 2d
Hinsdale, Ill.
 Robinson, Neal Adams
West Springfield
 Root, Geoffrey Harrison
Charlotte, Vt.
 Sayad, William Yohannan, Jr.
Palm Beach, Fla.
 Shaff, Howard Slocum
Bridgeport, Conn.
 Shapiro, Donald Lewis
Great Neck, N. Y.
 Shaw, Joseph Winterbotham
Chicago, Ill.
 Smith, Dana Paul
Marblehead
 Smith, Edmund Chetwynd
Marblehead
 Smith, Otis Leslie
Bloomfield, Conn.
 Snider, Irving John, 2d
Detroit, Mich.
 Speer, John Strohm, 3d
St. Marys, Pa.
 Stevens, Charles Edward
Hammondsport, N. Y.
 Stevenson, Robert Thomas, Jr.
Buzzards Bay
 Sullivan, Robert Eugene
Lebanon, Conn.
 Turner, Philip Ambrose
Key West, Fla.
 Turner, Richard Borden
Fall River
 Vaughan, Robert Elliot
Andover
 Walworth, William McAlpine, Jr.
East Lansing, Mich.
 Ward, Oliver Ostergren
Melrose
 Watson, Charles Gray
Carnegie, Pa.
 Wiegand, William Green, Jr.
Pass Christian, Miss.
 Young, Herbert Lee
Amsterdam, N. Y.

Juniors—109

PHILLIPS ACADEMY

CLASSIFICATION

Seniors	257
Upper Middlers	202
Lower Middlers	157
Juniors	109
	<hr/>
	725

ALUMNI ADVISORY COMMITTEES

ON ADMISSIONS AND SCHOLARSHIPS

BOSTON AREA

Philip R. Allen, '92
 Ernest F. Stockwell, '16
 Nathaniel T. Clark, '30
 Francis Hartley, Jr., '15
 Mortimer A. Seabury, '05
 John O. Stubbs, '17
 J. Mattocks White, '22

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James O. Moore, '28
 Harold P. Rich, '25

CHICAGO AREA

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 Robert A. Gardner, '08
 Stephen Y. Hord, '17
 H. Templeton Brown, '19
 Clifford Rodman, '15

CINCINNATI

Robert L. Black, '99
 Henry W. Hobson, '11

CLEVELAND AREA

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 James R. Stewart, '27
 Joshua B. Waterworth, '04

PAINESVILLE

John W. Dixon

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Clement M. Brown, '10
 Philip B. Stewart, '82

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Wirt Davis, 2nd, '37
 William F. Neale, Jr., '44
 Harold F. Volk, '13

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Frederic A. Adams, '09
 Richard M. Davis, '29
 Grover C. Fels, '06
 J. Quigg Newton, '29

DETROIT

Russell H. Lucas, '12
 Kenneth L. Moore, '10
 W. Dean Robinson, '19

FORT WORTH

Benedict E. Thompson, '13
 Beverly V. Thompson, '13
 George Thompson, Jr., '09,

HOUSTON

Walter Bradley, '24
 Ford Hubbard, '20
 William A. Kirkland, '15

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Frederick H. Day, '01
 Arthur Medlicott, '13

KANSAS CITY

Edward Keith, '16
 Louis H. Ehrlich, Jr., '26
 Mason L. Thompson, '18
 Thomas H. Lawrence, Jr., '31

PHILLIPS ACADEMY

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William T. Adams, '28
 Lancel T. Clark, Jr., '28
 Fred M. Cleaveland, Jr., '23
 Earl W. Douglas, '30

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Middleton De Camp, '14
 Woodford H. Dulaney, '13
 Harry C. Royal, Jr., '32

MILWAUKEE

John F. Uihlein, '33
 John S. Owens, '19

DULUTH

Burt C. Hubbard, '09
 Robert S. Mars, '15
 C. Douglas Walker, '18

MINNEAPOLIS—SAINT PAUL AREA

Springer H. Brooks, '08
 John H. MacMillan, '12
 Wheelock Whitney, '13

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MANHATTAN

Paul Abbott, '16
 Chauncey B. Garver, '04
 F. Abbot Goodhue, '02
 Thomas D. Thacher, '00
 Bromwell Ault, '18

NORTHERN NEW JERSEY

Newell G. Neidlinger, '21

East Orange

Lloyd W. Smith, '92

Madison

Charles W. Littlefield, '99

Montclair

Archie B. Quarrier, '93

Short Hills

Morris P. Skinner, '24

Verona

SOUTHERN CONNECTICUT AND WEST-CHESTER COUNTY

J. Verner Reed, '22
 William P. Seeley, '09

Greenwich

Charles R. Marshall, '12
 Russell Stiles, '08

Scarsdale

William C. Keator, '24
Fairfield

OKLAHOMA CITY

John H. Edwards, '22

PITTSBURGH

J. Kennedy Beeson, '25
 Maurice D. Cooper, Jr., '06
 Southard Hay, '08
 Lucius W. Robinson, Jr., '14

PORTLAND, OREGON

Edmund S. Hayes, '14
 Charles H. Watzek, '06
 Roland W. Mersereau, '01

ROCHESTER

Fred H. Gordon, '02
 Montague B. Phillips, '23
 Burton C. Smith, '27
 Samuel P. Conner, Jr., '24
 Arthur R. Stebbins, '30

ST. LOUIS

Wilbur B. Jones, '05
 Ira E. Wight, Jr., '20

SAN FRANCISCO AREA

Charles E. Christenson, '25
 William H. Keesling, '30
 Samuel F. B. Morse, '03

SEATTLE

Hugh P. Brady, '10
 Henry A. Colver, '09
 Pendleton Miller, '28

SYRACUSE

Franklin I. Greene, '21
 Harold Stone, '98

TULSA

J. W. R. Crawford, Jr., '14
 Charles F. Hewitt, '14
 Reginald D. Barnes, '34

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PHILLIPS ACADEMY, ANDOVER, MASS.

Preliminary Application

Time of proposed entrance:—September, 19.....

Class (*circle one*) JUNIOR — LOWER MIDDLE — UPPER MIDDLE — SENIOR
(9th grade) (10th grade) (11th grade) (12th grade)

Boy's name in full.....
(FIRST) (MIDDLE) (LAST)

Date of birth.....

Name of Parent or Guardian.....

Permanent address.....

Preferred mailing address (if different).....

Signed.....

Date.....

If boy is in 8th grade or higher, please list on the reverse side of this card courses and grades at most recent marking period, or enclose an official transcript of record to date.



WELLS BINDERY
WALTHAM, MASS.
AUG. 1952

